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ABSTRACT

The Neighborhood Youth Corp projects, a pilot program funded by the Department of Labor Manpower Development and Training Act, enrolled 81 economically disadvantaged high school students in a program involving summer employment, educational and social enrichment, and familiarization with the world of work. The primary purpose of the program was to prevent participants from dropping out of high school unprepared for future employment, by providing them with a meaningful secondary education program. The students spent the first two weeks of the summer of 1970 on the Kansas State University campus where, along with their teachers and supervisors, they went through a program of orientation and sensitivity training. Then they split into six teams to work at nonprofit institutions and for governmental agencies. Each team included two teachers and a college-age youth to assist. In regard to the dormitory phase, some staff were not ready to accept the enrollees, nor were the university dormitory staff or occupants, and the enrollees not ready to accept any of them. Lack of authority, administrative trivia, and unfamiliarity with an unstructed situation hindered the organization of the project. However, many goals were reached. A follow-up phase including individual and group counseling was initiated at the beginning of the following school year. [Due to the quality of the original, parts of this document will not be clearly legible on reproduction.] (JM)

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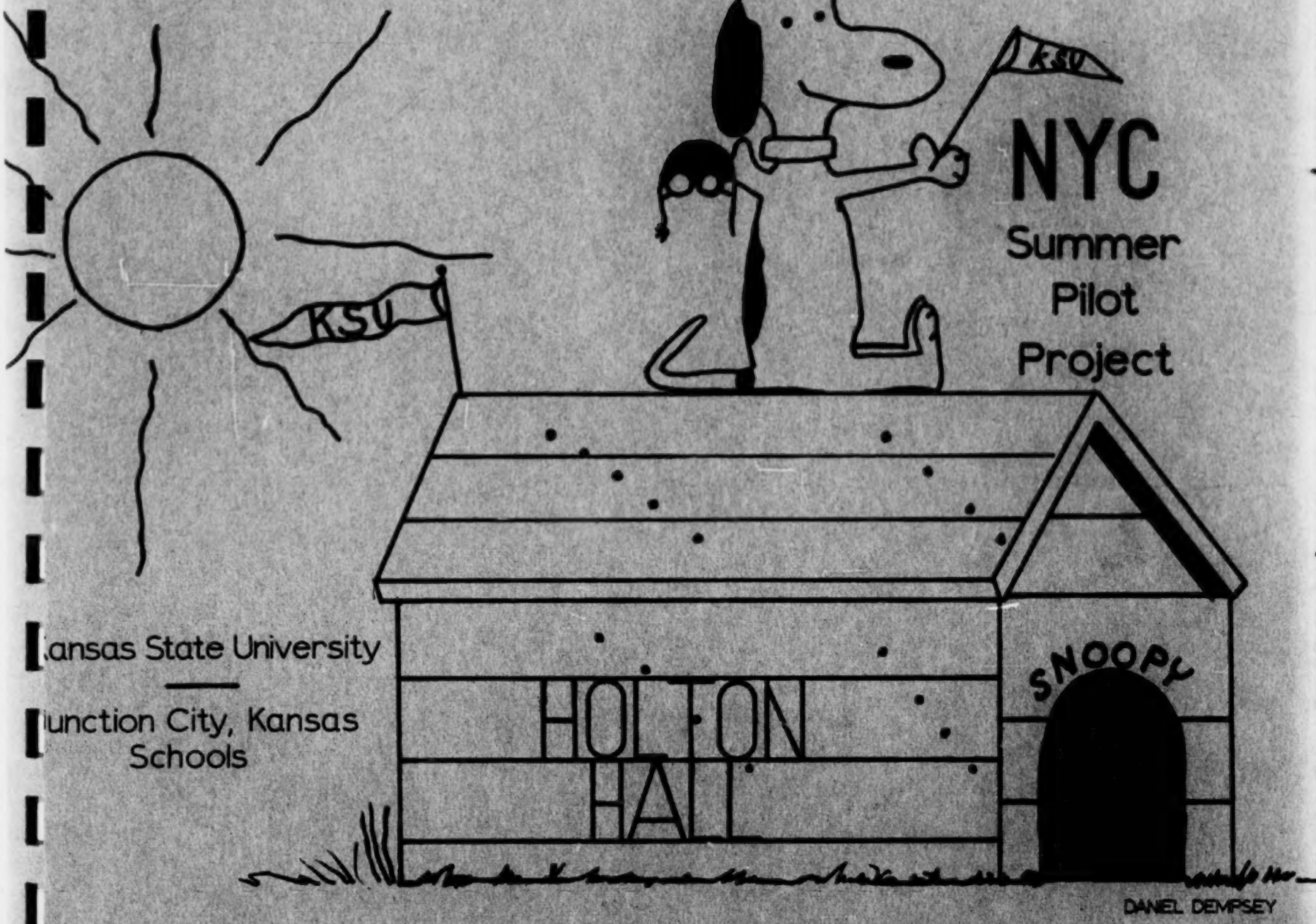

Kansas State University

Junction City, Kansas
Schools

DANIEL DEMPSEY

UD 012503

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ACKNOWLEDGEMENTS

This report could not have been written without the efforts of dozens of dedicated people who made the project "go". The project staff - including administrative staff, counselors, role models, and teachers - implemented the project at the operational level. Public employers who provided work exploration for the enrollees were crucial to any success realized by the project. Their willingness to provide employment and learning opportunities on such short notice - sometimes at the cost of the efficiency of their own operation - is sincerely appreciated. The support and cooperation of the Junction City Board of Education and Mr. Harold Deever, the superintendent of schools, is acknowledged. The support services and encouragement provided by Kansas State University were also crucial to the project.

Finally, a debt of gratitude is owed to the 71 enrollees who started the project and to the 64 of those who stayed through its conclusion. The project was designed for them and their compliance and cooperation - although not universal - greatly facilitated the efforts of the project staff. It is with the hope that the project has been beneficial to the enrollees that this report is respectfully submitted.

Joseph A. Sarthory
Project Coordinator

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INTRODUCTION

It is always difficult to report on a project so complex as the Summer, 1970 Neighborhood Youth Corps Pilot Project conducted jointly by Kansas State University and the Junction City, Kansas school district. People close to such a program are usually involved in the reporting and often tend to assume too much knowledge of the program on the part of the reader. This was a consideration as the format of this report was discussed and developed in the Fall, 1970.

A rational approach to the writers of this report seemed to be to assess the kinds of data we had available and to put these data together in the most meaningful way possible so as to transmit the flavor of the project to potential readers. Obviously this also suggested that the characteristics of readers had to be kept in mind.

To this end, it was concluded that a "people" as opposed to an "operational" report was most appropriate. Rather than reporting on the project and the operation of its various phases, we chose to report the perceptions of people who occupied different roles in the project. Thus it was decided to report on the perceptions of the project administrative staff, the enrollees, the teachers, role models, counselors, and work supervisors. Each of these sections comprises a chapter in the report which, along with

chapters on more formal evaluation, conclusions and recommendations, and presentation of a dropout prevention model should capture the essence of this pilot project. In addition, various appendices which incorporate much of the raw data upon which the chapters are based and other appropriate information are included.

Staff members were assigned to write specific chapters, to integrate them in a meaningful way, and to assist in the putting forth of conclusions and recommendations and in the presentation of a proposed dropout prevention model. Work was allocated in the following manner:

Acknowledgement and Introduction -
Dr. Joseph A. Sarthory, Project Coordinator

Chapter I, Observations of the Project Director -
Mr. Willard F. Dempsey, Project Director

Chapter II, Enrollee Perceptions -
Mr. Franklin Davis, Project Remedial Education Coordinator

Chapter III, Teacher Perceptions -
Mr. Dale Mann, Project Counselor

Chapter IV, Role Model Perceptions -
Mr. Keith Hanna, Project Administrative Assistant

Chapter V, Counselor Perceptions -
Mr. Phil Wegman, Project Counselor

Chapter VI, Employer Perceptions -
Dr. Joseph A. Sarthory, Project Coordinator

Chapter VII, Formal Analysis of Data -
Dr. Joseph A. Sarthory, Mr. Johnnie Mc Cray

Chapter VIII, Conclusions and Recommendations - Authors

Chapter IX, A Dropout Prevention Model -
Barbara Chance, Dr. Joseph A. Sarthory

The authors sincerely hope that this format is meaningful and that it accurately and fully portrays the "happenings" of the N Y C Pilot Project upon which it reports.

OBSERVATIONS OF THE PROJECT DIRECTOR

by

Willard F. Dempsey

ADMINISTRATION AND ORGANIZATION

An Overview

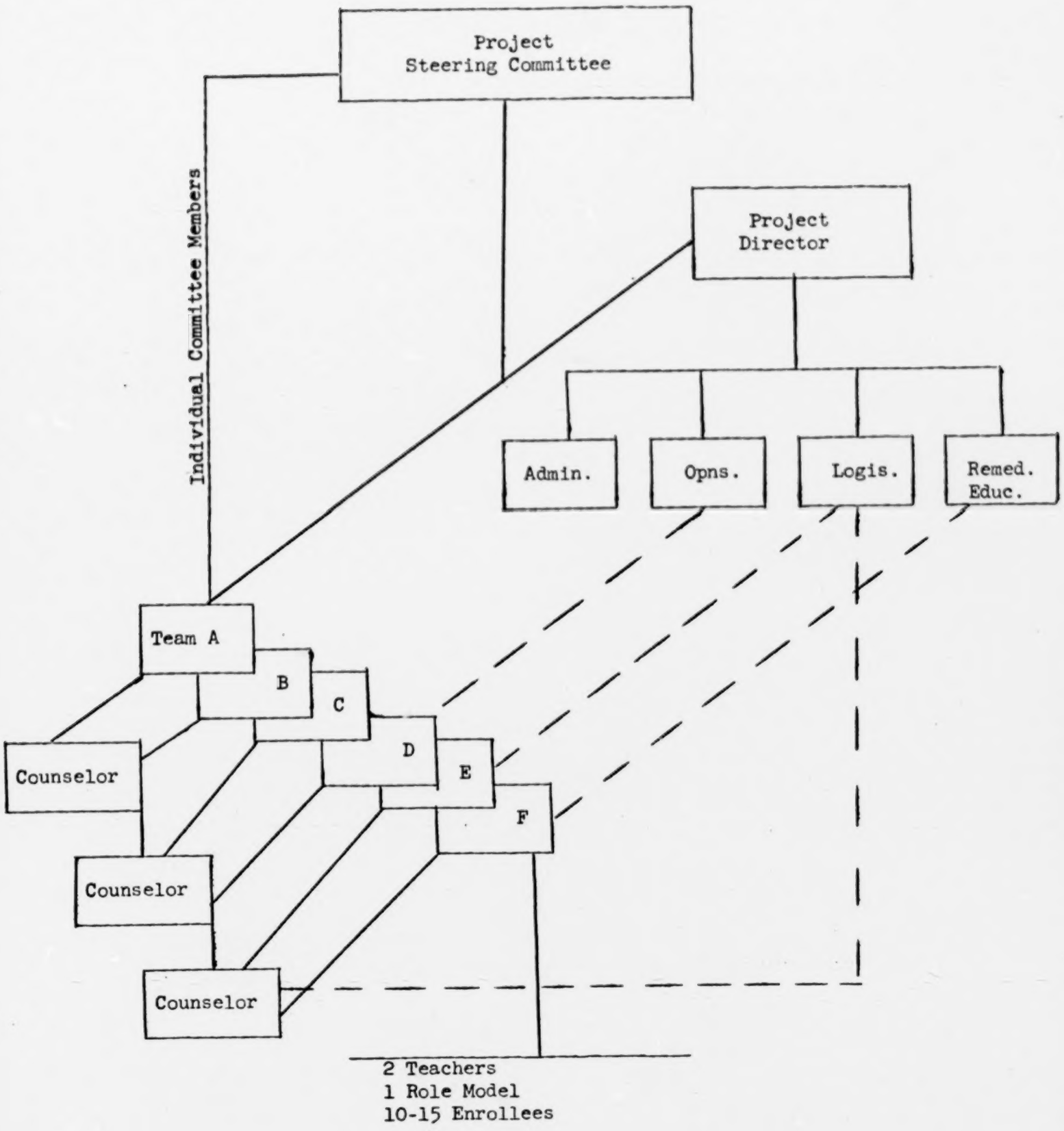
The basic structure of the project was the team concept. Figure one (1) illustrates this overall project organization. Policy for the project was developed by a committee consisting of college professors, a school administrator and a community leader. To carry out plans and decisions of the committee, a facilitating rather than a directive supporting staff was developed. The functions of this staff were seen as providing administrative assistance, overall project coordination, providing work exploration sites, providing bus transportation, writing reports, administering the project funds, the personnel functions, and providing facilities and other tasks as directed by the committee.

The Team Concept

Six teams consisting of two teachers, a role model and 10 - 15 enrollees were developed. Every two teams was supported by a college trained counselor. No "leaders" were appointed. Decisions were to be made by "the team". Team teachers were to develop weekly plans based on broad guidelines furnished by the committee. Team activities were to encompass the three basic components of the project: (1) Work Exploration (2) Remedial Education and (3) Counseling. At the outset,

FIGURE 1

PROJECT ORGANIZATIONAL STRUCTURE



the project staff appeared adequate to the tasks. The administrative section consisted of a bookkeeper and secretary. An operations coordinator had the task of scheduling and coordination of activities and a logistics coordinator had the responsibility to procure work exploration sites, facilities and transportation. This distribution of tasks was designed to leave the project director reasonably free to administer the total project in conformity with the desires of the committee.

Getting Started

In retrospect, it seems that certain crucial factors affected the entire administrative functioning of the project. These seem to fall in the following categories: (1) A lack of adequate planning time; (2) Unforeseen "red tape" in the administrative workings of the sponsoring agency; (3) A shortage of skilled administrative assistance; and (4) The concept of an unstructured approach to remedial education.

The lack of adequate planning time resulted in the project being put together on somewhat of a "crash basis". The original assurance by school personnel that adequate enrollees were available did not materialize. This crisis resulted in "beating the bushes" for enrollees after school terminated. The concept of providing a storehouse of job sites was either misunderstood, or for other reasons failed to develop as planned and again the crisis was resolved by "beating the bushes" for jobs. Eventually eighty some odd job positions were available after the first week.

Prospective employers were quick to realize that the kind of enrollees they were getting would be detrimental to efficient production, rather than an asset to it. This attitude was modified by several meetings where the overall benefits to society were explained.

Only one bookkeeper/secretary was hired - half the number programmed. This, coupled with the numerous, unfamiliar administrative procedures required by the sponsor developed another crisis that was only resolved by hard work and long hours.

Other ingredients added to the difficulty of administering this project. The method of selection of role models was one of these. It took a while to find this out. A few of the role models were highly committed - really dedicated to the task and fully committed to making the project work. Others were not so committed and their attempts to satisfy their own need dispositions often made attainment of the project goals difficult.

The selection of teachers for the project was not really based on any criteria. Twelve teachers were needed and twelve volunteered. This situation was accepted as being good. The project had as a goal the desirability of changing attitudes of teachers as well as those of enrollees. For the most part the volunteer teachers were not only good but magnificent. Some were not able to function as effectively as others. This situation persisted because of a lack of adequate supervision at the operational level. Attempts were made during the project to correct this. Two administrators began working with the teams during the last 4 - 5 weeks of the project.

The selection of enrollees provided the project with exactly the kind of youth we expected. Barring the vast range of individual differences that existed, the general statement could be made that they were alienated, aggressive, and largely anti-establishment, at least on the surface.

Considering the administrative problems encountered, the selection of staff, the short planning time and the disposition of the enrollees, it now appears that the project had all the ingredients necessary for a disaster of considerable magnitude. The fact that much individual growth did occur on the part of the majority of the participants is a tribute to the dedicated staff and enrollees that made it work.

PROJECT COMPONENTS IN RETROSPECT

Work Exploration Phase

In all probability this was the most successful project component. Initial difficulties in locating a sufficient number of "non-profit" public sector work sites was overcome. A delay in site procurement caused much concern during the first three days of operation and fifty percent of the enrollees were without work sites.

Prospective employers were quick to realize that "the kind of enrollees" the project was attempting to find positions for were not exactly conducive to production. If anything, they would probably be a detriment. This obstacle was overcome only when the attitudes of prospective employers were modified by several meetings where the overall benefits to society were explained.

Enrollees had jobs. They were able to make money as long as they held the jobs. They were occupied during the long summer months.

They were able to see, perhaps for the first time, the world of work. Enrollees were in a work situation where teachers were able to relate the need for education and provide remedial work as the enrollee evidenced a need for it. On this basis alone, it is believed that the need felt for continued participation in high school will result in a lower dropout rate within this group.

Remedial Education

The foundations of the remedial education phase were based on the ability of the teachers and the role models to relate:

1. The need for continued education
2. Expectations and requirements of employers
3. Factual knowledge of the world of work, in terms that would be understood by the enrollees

Teachers varied in their ability to relate on-the-job situations to remedial education. An example of extremes might be helpful. One expert teacher could take virtually any work situation, tour, or activity and turn it into a meaningful educational experience because she was quick to see and feel out student interest. Another was observed on a tour of a local work establishment. The tour was well planned and executed by the employer who went to great lengths to make it interesting. No questions were asked by the enrollees or the teacher; no attempts were made to determine entrance requirements or educational requirements for obtaining employment. Pay and advancement opportunities were not touched upon. Nothing was accomplished - the team left.

The underlying concept of this component was that the enrollees were not learning up to their potential because school was not relevant to them. Remedial education was attempted as the enrollees developed

a need to learn based on work exploration.

Some teachers were past masters and had the ability to know where, how, and when to apply remedial education techniques. Others learned much during the course of the project. And still others were so engrossed with survival that this phase was not as fruitful as it might have been.

Counseling

The counseling component was designed to provide trained counselors in direct support of teams to assist teachers in understanding the enrollees and to assist the enrollees in understanding themselves, teachers, and the relationship between the worlds of school and work.

The group counseling area proved an extremely difficult task. The professors who attempted the initial group session can attest to the difficulty involved. They made little headway with any of the groups.

Project counselors for the most part are to be commended on their attitude considering the magnitude of the task. Based on the skill level of the counselors, the cooperation of team teachers, and the unique chemistry of the team make up, the degree of success varied from highly successful to unsuccessful.

In retrospect, perhaps the expected outcomes of the counseling phase were unrealistic in light of the limited time period of the project and the broad mix of attitudes, perceptions, values, and "hang ups" which characterized project participants. Some staff took great affront at any attempt to "pry" beneath the surface and considered such attempts as an invasion of privacy on the part of counselors. Others developed new insights concerning themselves and how they were seen by the enrollees. They are now on a level of

understanding of why "this kind" of enrollee drops out of school. They are able to communicate this understanding to the enrollee with a genuine degree of empathy. They are better individuals for their efforts.

PROJECT PHASES

Orientation

The orientation phase consisted of a one week period prior to the arrival of enrollees. Teachers and role models met in informal sessions led by college professors.

The goals were to establish an "openness" on the part of staff to understand the situations experienced by the enrollees; to reach a level of self understanding where meaningful communication between them and the enrollees could be established. These group sessions were held by counselor educators (professors) with a wide range of knowledge and experience.

The group presented a formidable task for the counselors. The group quickly polarized into smaller fractions of teachers and role models. Efforts to break down barriers were resented in some cases. Outsiders were turned against as the first available scapegoat by the group in general. This was an indication of the degree of hostility present. To some this unique experience provided an opportunity for individual growth and development, for others it meant a form of regression and deepening of hostile feelings.

The Dormitory Phase

Again, in retrospect, it could be said that this phase was a mistake. Many staff and committee members felt that it would be

during the planning phase. Some staff were not ready to accept the enrollees, nor was the university dormitory staff or occupants, and the enrollees were not ready to accept any of them. The situation grew progressively worse. Some project administrative staff members and the project coordinator "rode out" strikes and all night sit-ins. To avoid foreseeable adverse publicity, the dorm phase was terminated one week early.

CONCLUSION AND RECOMMENDATIONS

Conclusions - Administration and Organization

The administrative portion of the project left much to be desired yet at the same time accomplished a reasonable degree of success considering the obstacles involved. The administrative section was hindered by a lack of authority to administer discipline in cases where needed, a staff unfamiliar with the "unstructured" project, and sponsoring agency "business" requirements that sometimes bogged the staff down in administrative trivia. The lack of adequate planning time did not lend itself to developing a completely successful project.

Recommendations

In future projects of this nature it is recommended that:

1. A project director be employed and empowered with total responsibility and authority to control the project. This includes selection and employment of administrative assistants, teachers, and role models. He should report directly to a project committee.

2. The sponsoring agency should make special provisions to lessen the administrative work load or provide employees to take an active, working role in administration. It would be necessary to double the staff in order to meet State and University administrative requirements and still find time to "direct" the project.

Recommendations (cont.)

3. At least two full months of compensated work would be necessary to plan a fully functioning project of this nature. A planning staff would have to consist of a similar committee, the director, his assistants, secretaries, bookkeeper, a representative of the target school staff and a teacher.

4. A careful selection of personnel, staff and enrollees be conducted.

5. At least two full weeks of teacher orientation should be provided.

Work Exploration - Conclusions and Recommendations

With the exception of adequate planning time, employment site procurement time, and teacher training time to better accomplish project goals, this phase should remain relatively as it is.

Remedial Education - Conclusions and Recommendations

A greater emphasis on teacher and role model training in techniques is required.

Counseling Component - Conclusions and Recommendations

Perhaps too much was expected in too short a time for the desired project goals. Although success was achieved in many areas it was not universal. Either the objectives should be more attainable, or the time frame increased, or the number of counselors increased, or all three.

Summary

At the outset the goals of the project committee were not "out of sight". The professors and staff knew they faced a tremendous task to accomplish them. Many of the goals were reached:

Summary(cont.)

1. A program of summer employment involving work exploration, remedial education and counseling was available for 71 youth who needed the help offered.

2. Many but not all teachers in the project are now better teachers for their efforts and will continue to work with these same enrollees during the course of the year.

3. Enrollees have a clearer perception of what it means to get a respectable job and the requirements needed.

4. Enrollees have met teachers who were genuinely interested in their welfare and now have a different perception of school and the education it offers.

5. Counselors have had a first hand experience at working under extremely adverse conditions.

6. Professors have seen the difficulty in teaching teachers and potential dropouts alike, and their insights into the problems are now sharper, more clearly defined.

The problems were faced under unusual circumstances by people involved in a real life laboratory. These were the same people - the professors who teach the teachers, the teachers who teach the enrollees and the employers who hire the dropouts and graduates - interacting on a day to day basis. Many of the problems on a person to person basis were worked out and this part of the educational world is a little better because of it.

ENROLLEE PERCEPTIONS

by

Franklin Davis

Enrollees for this project were chosen principally on the basis of a broad profile of school performance and socio-economic status which identified them as potential dropouts. The success of the project can thus best be determined at this point in terms of enrollee's general perceptions of the project and of specific comments about it. In order to discover enrollee perceptions, an exit interview form was prepared and administered by the counselors. A reproduction of the exit interview appears in an appendix to this report.

The first interview item simply attempted to establish the enrollee's attitude toward the project as a whole. Of questionnaires returned, fifty-five expressed approval and six disapproval.

The second item sought what the individuals liked best. Many students expressed more than one liking. The number of responses does not therefore correspond to the number of students. Most frequently mentioned was work (twenty-eight), followed by living in the Kansas State University dormitory (four), and chance to explore different jobs (two).

The next item called for dislikes. These answers were very random and were headed by teacher attitudes or personalities and rap sessions (seven each), followed by the dorm experience and lack

of discipline in the program (five each), late checks and work requirements (four each), vandalism and field trips (three each), and supervisors and role models (one each).

The effect of the project on the enrollees found fourteen denying any effect whatsoever. However, a number of these may have been impressed by the program as a purely dropout prevention device as they explained by saying that they would not have quit school even without the program. Enrollee effects listed included better understanding of people (nine), a sense of responsibility to jobs and people (seven), recognized a need for further education (six), self-understanding and being kept off the streets (three each), and a negative effect and money management (two each).

Suggestions for improving the project are predictably similar to expressed dislikes. Most suggested was better discipline and/or more rules (thirteen), followed by prompt checks (eight), a wider choice of jobs and activities (seven), more black teachers and role models (four), better teachers (two), and no rap sessions and better field trips (one each).

One suggestion which appeared only once on the interviews was for some kind of year-round project, yet staff were regularly asked about this during the summer.

Heading the list of enrollee learning during the project were job skills and requirements (twenty), job responsibility (eighteen), nothing (five) and need for education and improved interpersonal relationships (four each). These responses are strikingly similar to those for effect on enrollees noted above.

Plans for future education found thirty-six intending to terminate with high school, twenty-three some point beyond, and one with no plans.

Enrollees' responses give one aspect of their perception of the project. Another dimension is added by consulting reports on individual enrollees as submitted by the teachers and role models. Although termed anecdotal, they in general are subjective in nature and somewhat lacking in detailed accounts of enrollee behavior. A representative sampling of these reports appears below.

Illustrations from different teacher's accounts will be useful in pointing out the differences between purely subjective and anecdotal accounts. The four following cases are from one team. The same teacher supplied all truly anecdotal material.

The first case is a young man described as neat, personable, and a good worker who communicates well. While the picture is pleasant enough, it becomes more complete with the following anecdote: The student observed that teachers and role models suffered more when checks were late than did students because the former had families to support. His exit interview was also positive and thoughtful in every respect.

The next example involves a young black male, described as militant, reserved, insincere, bad attitude, good worker but lazy. The anecdotal report relates that he considered a white woman teacher brave for hauling three blacks in her car. His exit interview is wholly positive and reveals neither militancy nor insincerity.

A third report concerns a young black male, usually quiet, but sometimes talkative and the team representative, positive in appearance an unchanged during the project. The anecdotal report states that the young man was reporting to a parole officer this

because he and some companions had taken some items from a store the year before. His assessment of the project's importance to him: "I think it's great. If I had had something like this last summer, I probably wouldn't have gotten into trouble." His interview is wholly positive and thoughtful.

The final report for this team is that of a young black girl, described as, "Female, Black. Overweight. Revolting in appearance. Center of group. Leader. Never missed work until recently. They (the employers) thought she was a reject from a three-ring circus." Compare the above with the concern expressed for this girl in the extended anecdotal reports: The first relates that this girl had dropped class last year, but was going to enroll again this fall because she found the need for his course this summer. His second relates her new responsiveness and his own pleasant reaction to it. The third tells of the girl's telling her friends of her enthusiasm for the program. This girl "Black. Overweight. Revolting in appearance," filled no exit interview. Scrawled across the form she should have filled out are the words, "Dropped from the program." This in spite of her attitude, "A good attitude to start with."

This report has no bones to pick with any teacher <u>per se</u>. It does have the responsibility to point out that within any one team were varying degrees of sensitivity to and recognition of enrollees. In the case of the first young man, all factors were positive. The second assumed unsubstantiated characteristics while the third either seemed not to discover or to consider insignificant the problems which an enrollee was on the way to overcoming. The fourth was subjectively perjorative or, if such handicaps did exist for the enrollee, relates

no attempt to render help. Only the anecdotal accounts recognize the intimacies of knowing another person, and sensitivity required for genuine knowing is revealed in an anecdote concerning the teacher, his family, and enrollees. A number of enrollees ate dinner at the teacher's home and met his family. Later in the summer, one of the teacher's children recognized an enrollee at a ball game and said, "There's my friend." Out of the mouths of babes . . .

The next team to be discussed appears to be one which might have shed a great deal of light on the interactions of student, teacher, and supervisor. It is almost wholly lacking in purely anecdotal material. It does offer one interesting study in the case of a student "black, with a German mother and a black father . . . who still does not associate too well with many of the black students . . ." He has his own hangups, including shoplifting. He also wrote the assessment of the project which appears below entirely uncorrected.

> I PERSONALLY THINK THAT THIS PROJECT WAS A GREAT DEAL DUE TO THE FACT THAT I FUNALLY GOT A NICE,DESENT, WELL PAYING JOB. MOST OF THE TIME I ENJOY THE JOB I HAD. I FEEL THAT THERE SHOULD BE SOME CHANGES MADE THOGH BECAUSE WHEN YOU LIMIT IT TO THE LOWER INCOME PEOPLE YOU GET THE LOWSYESTPEOPLE IN JUNCTION CITY AND ITS NOT BEING VERY FAIR TO THE HIGHER CLASSED PEOPLE THAT ARE WORKINGFOR A LIVING WHILE THE OTHERS SIT BACK ON THERE ASS DOING NOTHING BUT GETTING WELFARE. IF I HAD THE CHANCE TO TALK TO THE PERSON OR SHOULD I SAY THE LOWSY PERSONTHAT MADE THIS FOR ONLY THE LOWER CLASSED PEOPLE I'D TELL HIM ABOUT IT!
>
> THE ONLY OTHER THING THAT IT DIDN'T LIKE WAS THE FACT THAT THE KIDS IN IN THIS PROGRAM INCLUDING ME HAD TO MUCH FREEDOM AND WE TOOK ADVANTAGE OF IT. THATS WHY WE HAD TO LEAVE CAMPUS EARLIER THEN WE WERE SOPPOSE TO. BUT IT WAS SILLY THE WAYTHE KIDS ACTED BECAUSE IT WAS JUST AS MUCH THERE FAULT AS IT WAS MINE OR THE TEACHERS OR ROLE MODELS OR COUNSELORS. WELL THATS ALL I HAVE TO SAY BECAUSE IF I SAY ANY MOFE YOU MAY NOT LIKE MY GRAMMER TO MUCH.

Interestingly enough, three enrollees from this team were dropped from the project in its closing days. Reports are too scanty to make

comparisons between enrollees' self-perception and teacher perception of them.

One team offers an interesting study in the relationship of teachers and enrollees. Both teachers were more than usually active and involved with the students. However, their involvement seemed to be more of a traditionally structured kind in which the teacher maintained a position apart from the student. This team submitted long, detailed reports of their activities in remedial education and equally complete portrayals of students and student progress at the end of the project. However, the reports are clinical and lacking in anecdotal material. They are as a whole positive , containing observations such as that one lazy young man learned to assume responsibility, that a girl had gained confidence and poise, although untrusting of other people, that a third had come from her shell of seclusion to identify with the group, that a girl who dropped out of school last spring now looks eagerly forward to next term, that still another is very loyal to those he accepts. But indications are lacking of personal rapport; observations are related rather than experiences. Recurring throughout this team's perception of enrollees is the observation that particular students are easily influenced. As for the students' exit interviews, all expressed approval of the project, nearly all listed work among their preferences in the program, but an unusually small number listed job skills as a learning about the work experience while responsibility seemed highly important. The observation above are not offered to support a conclusion; they are made to raise the question as to whether even benevolently authoritarian teachers

induce as much persistent change in behavior with the kind of enrollee found in this program as one who participates more personally with the students. In other words, to what degree is the kind of student self-perception sought by this program influenced by teacher perception of his own role and therefore of the students?

One team became known throughout the project for the exhaustive personal efforts of one teacher and role model. These two became deeply involved with their enrollees, gaining fine insights and understanding. Several anecdotal comments from this team follow.

The first case is a young man whom the anecdotal record reports as helped tremendously by the project, exhibiting pride in his work and a desire for specific remedial education. He is recognized as sensitive about his race and so desirous of peer approval as to resort occasionally to "bad" behavior to gain it. Another report considers him a definite leader, concerned with the project, burdened by fewer personal problems than most, and "a fine young man". His exit interview states that he disliked the project, desired the dismissal of teachers and hiring of "brothers", and the project had affected him in no way.

A young woman is listed as a person of high ability with many personal problems including serving a pimp. She needs stability to compensate for a miserable home situation. She sees herself as benefitting greatly from the program, hoping to attend college long enough to qualify for a good job.

Another girl, younger than the first, is viewed in both staff reports as emotional, confused about whether to adopt a middle-class white or a revolutionary black ethic, and subject to drugs or alcohol

usage. She sees the project as good with no negative aspects and lists an awareness of inter-dependence among people as her chief learning about work.

The team's role model shows great perception of the problem of an enrollee in discussing at length a girl who has since left the project to go to California. The role model recognizes the enrollee as a sensitive and confused person who came to accept and express her many feelings, although she will continue to need encouragement in doing so. There is no exit interview.

The final team to be discussed is unique in that it is the only one to work throughout the project under one roof and the only one to submit perceptions of student reports on all students by both teachers and role model.

The first enrollee is a young man who all agree is the group leader. He is termed responsive, interested, cooperative, but on occasion a non-conformist, possessed of his own mind. He sees the program as successful, but capable of improvement, and blames the administration for the faults. This placing of blame may seem proper to him because of his own role of leader which he takes very seriously.

Another young man is termed variously as adaptable, a hard worker, reluctant in discussion, a person with a background of getting into trouble and determined to avoid trouble in the future. He sees the program as offering many opportunities and as also capable of improvement.

A young lady is seen as switching moods frequently, usually cooperative, sometimes anti-group and anti-white, revealing an increased sense of responsibility. She sees the program as good, but is vague about strengths and weaknesses.

One male enrollee is recognized for his short temper which has caused him some problems. He is considered from a fair to good worker, slow to adapt to new situations. His exit interview is nearly barren because of his inability or unwillingness to articulate.

Still another young man is pictured as a good worker, usually pleasant but sometimes not so. He had three separate encounters with the role model, and the two of them solved their difficulties without assistance. He faults the program for lack of organization (his pay was late), but found it agreeable over all.

The picture which emerges from this team is one in which there is a high degree of agreement among the perceptions of enrollees by staff and between staff and enrollees. Why this consistency exists is a subject for consideration. Is it a result of spatial closeness or of interpersonal play or both? Teams too widely dispersed seem to have lacked communication, but one team working in a small area may have been lacking some too, as visits by central office staff on five successive days found teachers and/or role model absent on errands three of the five days.

A third way of gaining insights into perceptions of enrollees is through examining the remedial education aspect of the project. Much such education developed on the jobs and is perhaps included in exit interviews under the value of work-related learning. Another part is that which developed on field trips and rap sessions. This

kind of education is generally social in nature and occurred frequently in the program. However, there is no way to individualize such perceptions in this program.

The conclusion of this report will center upon how to clarify the enrollees' perceptions for the consideration of others, how to improve perception of the enrollee by others, and how to improve that which the enrollee must personally perceive.

The first step in clarifying the way in which enrollees seem to perceive the program is refining the present wholly inadequate exit interview form. Refinement should take two directions. First of all it should avoid the near duplication of invited responses among questions. Second, it should be made at once comprehensive and simple. This can be achieved by listing possible responses which need only checkmarks to express choices. This will have the double advantage of presenting alternative for the consideration of enrollees who do not always recall quickly and of facilitating articulation for those who find articulation difficult. This form should be prepared early in the program with all faculty and staff as initial advisors and a committee for finalizing. It would be useful as a reminder to teachers during the program of desirable goals at the end. It would, in short, foster responsibility.

How the enrollee is perceived by others is a function of the position taken by the observer. The aim of the program is to place the observer (teacher) on an even plane with the enrollee. Yet our traditional method of observing assumes detachment and often elevation. But anecdotal reporting involves two or more people and an interaction

involving them. I believe that anecdotal reporting should be a part of the teacher and role model orientation program. Adequate orientation would give teachers the opportunity to develop anecdotal techniques and, during the program, would necessitate the teacher-role model's assuming a different position in regard to the enrollee. Not only would better perception of the enrollee result; it would be accompanied by an improved object to perceive.

And finally we come to that which the enrollee is to perceive. He sees not administration but manifestation of administration (checks, rides, etc.). The attendant problems are worked out away from him. Nearly the same can be said for job exploration opportunities. He sees what is available to him, but he must make some concessions himself when his particular desires simply cannot be met. The enrollee is, however, entitled to remedial education experiences which will fulfill his recognized needs, broaden his horizons, and extend beyond his present knowledge. For this enrollee's right to be met, teachers must in orientation be made proficient in the particular situtational education sought by this project. They should practice relating a particular experience to new learning, even at the cost of ego-security. Then the perceptions of the enrollee can become both more acute and more comprehensive.

The typical enrollee in this project perceives it as generally satisfactory. He is not however, as favorably or clearly perceived himself. The ethnic joke still is heard from an ocassional staff member, and perjoratives intrude in the rendering of judgements. Only when we have done all within our power to eliminate the faults and to add to and reinforce the strengths of this program will we have done enough.

TEACHER PERCEPTIONS

by

Dale Mann

One of the most essential components of the summer program was the participating teachers and the profits they reaped or failed to reap from the entire program. The objectives of the program were directed toward providing meaningful experiences for the enrollees; however, to do so necessitated comparable experiences for the teachers. The possibility of these kinds of things taking place in the summer program and any carryover effect which might extend to the ensuing school year were appealing aspects which placed a great deal of emphasis on teacher attitudes. The resulting experiences produced a wide spectrum of opinions pertaining to both positive and negative experiences which the teachers garnered from the program. The opinions were directed toward the personal growth which took place within each teacher as well as their perceptions of each phase of the program. The resulting comments pointed out several constructive criticisms of the program and suggested possible courses of action for future programs. What follows is a presentation of the views of all twelve participating teachers and a close look at some of the feelings that were expressed. The program will first be viewed in its entirety followed by a look at some of the specific comments and concluded with a summation of the perceptions which were offered.

THE GENERAL PROGRAM

Many of the overall problems and criticisms were directed toward the administrative dimension of the program. This was charged in large part to the inability of some administrative assistants to fulfill obligations necessary to the smooth working of the program. It was also traced to a lack of planning time for the entire operation of the program and qualified personnel to put plans into action.

Most of the teachers felt there should have been better screening of all personnel on the staff from teachers to role models to administrative staff. They felt some of the role models were worthless and the teachers not much better. They were especially bitter toward the administrative assistants who caused much undue burden on them because they had to perform some of the functions which these men were supposed to have done for them.

Better selection of students was also viewed as an area for improvement. The program would have benefitted more people if it had not been so exclusively black and underprivileged. Many culturally deprived students without police records and non-trouble-makers could have been selected. The program could have been helped by the inclusion of these students as models for those with differing sets of values.

There was also a feeling that not enough information was furnished to the teachers early in the program. There should have been a more careful and detailed explanation of the project to prospective staff before final commitment to participate was made. A more precise presentation of what their role was to be and what would be expected of them would have helped to fulfill their needs.

Teachers generally felt that the program seemed to be too long. Many of the students were observed as very restless during the final two weeks. Some lost their jobs during this time and others dropped out. The program could have been shortened either one or two weeks because of the short span of interest in the type of students participating. Both the students and teachers needed a longer vacation period because they had just completed the school year when the program began and will not be ready to return to school when it begins for the coming year.

A better mode of transportation would be helpful for future programs. The use of personal cars was great to facilitate the program; however, the reimbursement for the use of personal cars was not enough to justify their presence. Some teams had difficulty obtaining cars for transporting enrollees to and from job sites. Animosities and tensions were taken out on some of the cars with little concern shown by some enrollees toward some of the cars. Future programs might employ a bus system or use state or university cars for transportation purposes. This would also eliminate the necessity for travel vouchers.

Better communication might have existed at all levels to facilitate the necessary administrative trivia. Communication between the project office and outlying areas was sometimes garbled and confused which produced some unnecessary difficulties with administrative tasks. Teachers were blamed for the continued delay in pay and often did not have adequate information needed to complete necessary tasks. Much time was wasted getting forms filled out by

the students. The Monday afternoon meetings were productive as long as one person was designated to conduct them. It would be commendable to set up a project office closer to the operational level, many teachers felt.

PROGRAM COMPONENTS

Orientation

Orientation week for the teachers elicited mixed reactions from all. Many felt the week should have dealt less with sensitivity sessions and more with planning for the coming of students. Some saw the week as worthwhile but less productive than it could have been because of the domination of most of the week by one of the role models and a member of the Project Steering Committee.

Dormitory

The dormitory phase wherein the enrollees stayed on the Kansas State University campus was viewed by all as not accomplishing those tasks which it was planned to fulfill. Some thought it was a complete failure and should have been dropped completely. Others felt that despite the shortcomings of this phase, quite a bit was accomplished. They felt that both teachers and enrollees benefitted because they encountered much of the frustration that was thrust upon them and were able to know each other on a more personal level.

Several theories were offered to explain the reasons for the frustration that resulted in the dormitory. The prominent factor involved the staff's inability to meet the problem head on and to lift themselves above the snafu. The teachers were all working

from diverse philosophies and were not able to initiate the necessary cooperation for this type of situation. They felt that many theoretical solutions had been offered to them by the experts in group communications, but these people were never around to help apply their ideas. They felt the enrollees were for the most part too immature to cope with this much freedom and required more guidance and direction from the beginning. The failure of jobs to materialize was another dictating factor which left the enrollees bored and scattered in their interests and produced unnecessary tension among the teachers and the role models. The dormitory phase might have been more meaningful for all if certain conditions had existed.

1. All teachers be required to live in the dormitory for at least one week.

2. The number of students staying in the dormitory at one time need not be so large. Maybe one team and its teachers could stay in the dormitory at one time with a different team staying each week.

3. The dormitory phase might come at a different time in the program --- either the middle or toward the end.

4. The length of stay should be only one or two weeks.

5. More structure was needed --- not necessarily the staff making the rules but at least giving the students some guidelines --- something to guide their actions.

6. The troublemakers should have been dealt with from the beginning and proper action taken toward these people.

Work Exploration

The work exploration phase was considered to be the most successful component of the summer program. It provided some very satisfying and rewarding experiences for most of the enrollees when working on the job. It helped the enrollees to develop

a certain amount of achievement and pride in what they were doing. It allowed those who would have normally been dismissed to discover in their discussions with teachers and supervisors some of the consequences of inappropriate behaviors they had displayed on the job. The willingness of supervisors to cooperate with teachers in this endeavor and to help the enrollees learn responsibility was excellent. If often extended itself to the point where it provided an excellent basis for discussing the direct relationship between school --- teacher and job --- supervisor.

Enrollees would have benefitted even moreso if the job sites had been secured early and a wide variety of jobs had been available for them to explore. The groundwork for job exploration was provided by two of the teachers while in the dormitory and this served as the base support for the entire work exploration phase. The number of job opportunities for the enrollees usually depended on the initiative of each team to locate other jobs where they could place their students.

Remedial Education

Remedial education assumed various shapes and forms and was viewed in a very broad sense, allowing for a great deal of creativity in each of the teams. It could have been improved if more resources had been readily available for teachers to utilize. Some teams were hindered because students had been informed at the beginning of the program that there would be no formalized instruction and refused to lift a pencil when attempting any form of remedial education. Some felt that remedial education should have gone much deeper in areas of reading and mathematics where the teachers knew

some of the enrollees possessed low abilities.

Remedial education took place to and from work sites, on the actual work sites, in discussions after working hours, on field trips, and in various opportune situations. The amount of remedial education that took place seemed to closely parallel the perceptions of the teachers regarding the value of learning situations removed from the classroom and the textbooks. Those who became involved in all situations were able to integrate a great deal of meaningful remedial education and those bound by their traditional roles encountered frustrations throughout the program.

A certain amount of remedial education occurred on the jobs with the teachers going from student to student and discussing the implications of some of the functions the students were performing. Some of the teachers were able to ask questions about various aspects of the jobs and initiate educational discussions via this approach. This helped make the job more relevant to the student and demonstrated his own personal involvement in the job. Many of the teachers assumed the role of supervisor and defeated any chance of informal discussions with the enrollees when on the job.

Planned forms of remedial education after work hours ranged from extreme success to complete failure. This again depended a great deal on the teachers and their own perceptions of the worth of such ventures. Some groups which appeared chaotic were actually worthwhile because the teachers were often unaware of the learning experiences that were taking place as a result of the chaos. One

group was able to read and discuss an entire novel. Another asked for help in areas of English, Mathematics, and Science because they truly didn't understand several of the concepts involved with these subjects.

A majority of the remedial education came about after work hours and to and from the work sites. A substantial number of opportunities presented themselves here because the students were in a relaxed mood and enjoyed discussing anything and everything. One teacher noted she was pleasantly surprised to find that the enrollees seemed to crave knowledge --- as long as they didn't have to sit and listen to a lecture to get it. Another teacher, who had formerly been against field trips as an educational method, found that such activities benefit enrollees to a much greater degree than most teachers were able to observe or measure. He ascertained that most of the field trips provided perfect learning situations because of the inquisitive nature of the enrollees and their interest in the workings of hospitals, zoos, newspapers, etc. He felt these could be extended to the school situation with proper organization and preparation.

Counseling

Most of the teachers felt that counseling was generally good. They felt that as the program progressed they were able to see the value of counseling for the enrollees. Some felt the counselors were often tied up with several tasks which did not allow them to be with the teams as much as was desirable. Many of the activities in counseling paralleled those in remedial education and so many of the views are contained in that section as to the worth of counseling.

One teacher felt that the counselor did his best to provide an opportune situation for both playing and working. She commented further that sometimes the worst situation was the best. Another felt the counselor had been able to become involved with the team in field trips and various activities and had been able to initiate a certain amount of counseling informally. All in all, the teachers viewed counseling as an extremely tenuous function which they had to adjust to in order to understand and see the kinds of growth which often moved slowly in some of the counseling sessions.

PERSONAL GROWTH AND UNDERSTANDING

The overall feeling of the teachers toward the program was good. This feeling stems from the ability of a portion of the teachers to sit back and take a close look at themselves and the entire program. When they allowed themselves to do this, they found many criticisms and negative components of the program, but concurrently ascertained much personal change within themselves. Some teachers admitted that the worst experiences of the program were actually the best for their own personal growth. Others viewed these as just another bad experience and directed their energies toward squelching any future uprisings.

Several teachers felt they achieved a marked degree of understanding of both the black and underprivileged student. Many learned to listen more closely and are much more sensitive to what the students are trying to say. They learned not to take offense to many of the comments that are made by students because these often have different meanings to the user. The importance of being honest and frank with students and consistent in policies were also noted as

excellent domains for understanding students. All of these were viewed as invaluable experiences which would be extremely helpful in the classroom in the fall. Some teachers indicated they are going to be listeners as never before and are going to help people in charge understand what the students are saying. Many aren't going to be shocked and as quick to react if a student calls them a bastard in the classroom. Finally, some felt many teachers failed tremedously in the understanding department and are going to perpetuate many of their usual procedures when returning to the classroom this fall.

A number of teachers also indicated considerable personal growth and attitudinal changes within themselves because of their involvement in the summer program. The precise amount of growth is difficult to measure and perhaps is truly gauged in the sincere expressions of the teachers when they take a close look at themselves. One teacher found his criticism of people and willingness to confront them with this as a detriment when relating to others on a very personal basis. Another felt the program had been the most profitable three months in his life. Several teachers felt they were more important and much better people for having participated in the program. Working with another teacher on a close and personal level was an enjoyable experience for some because it demonstrated the importance of cooperation in order to bring about more worthwhile learning experiences. One teacher, who felt she possessed a good understanding of many of the students, was disappointed that the program was so tough for her because of the contradictory roles she occupied which represented both authority and sincere feelings. Some of the

teachers were relieved the project was finally completed and indicated no personal change taking place during the summer program.

SUMMING UP

The foregoing comments have attempted to accurately portray the actual feelings of the twelve participating teachers in the summer program. These were inspired by an array of stimuli and contained some very sincere and personal feelings. These varied from those who felt they had gained a tremendous amount of growth and understanding from the program to those who felt they had gained nothing. They varied from those who indicated they would return to school and perpetuate many of the good things from the summer program to those who felt there were no good happenings that could be taken back to the classroom. One teacher seemed to sum up the entire program in a statement that said: "Despite the problems and negative happenings which were sometimes a part of the summer program, everyone of the teachers could not have escaped being helped in some way." The feeling was that the form this will assume might not always be readily apparent because many will not be aware until later of the actual influence the program had on them. With the tremendous number of experiences during the summer program and intense nature of many of these, the possibility of some change resulting in all teachers is almost inevitable.

ROLE MODEL PERCEPTIONS

by

Keith Hanna

The term "Role Model" was arrived at through many sessions with the project committee. It was hoped that young, college age people could be located and employed. Their background would be similar to the students with whom they would work. Although later it was decided the term role model was not the best, other phraseology was used, but "Role Model" stuck and probably was for the best. The role models' functions were to help students relate ... relate to the role model as one of them that "made it"; relate to each other as ones who can and must "make it"; relate to teachers, employers, and other members of the "establishment" as people who can help them "make it" ... and to illustrate that the best way to "make it" is to stay in school.

What follows is a summary of the feelings of these role models and their perceptions of the project. It is quite interesting to reflect on the writings of these individuals after observing time and effort expended by them. Their growth as well as the growth of all of us who participated in the project was in direct proportion to the time and effort we were willing to spend in making the project a success.

Dorm Phase

The basic concept of this phase was very good, but the planning and implementation left much to be desired. It was also observed by

role models that all who were deeply involved were to understand their future roles much better than those who did not live in the dormitory. It was also felt that the enrollees should have been separate from those attending the normal summer school at Kansas State University. Some felt that perhaps this phase would have been better at the end of the project.

Work Exploration - Experience Phase

Again, due to circumstances, the start of this phase strained the relationships of all involved. Jobs were not available when they should have been. Teachers were asked not to assume the "established" teacher role, but by necessity were, in many instances, forced to do that very thing. The record-keeping required of teachers in effect hindered movement from the traditional teacher's role. A very undesirable aspect was transportation. Teachers became very disgruntled with some role models when in essence there was little role models could do to alleviate the situation. Employers, it was felt, were very cooperative and did a yeoman job of helping the young people throughout the summer. Some supervisors were very negative at the beginning, but changed positively as they became more aware of the concept of the project. This again points out the lack of planning time and adequate explanation of the project's concepts to these supervisors and people working with the students. Role models felt very awkward during the early part of this phase, but some who really worked at trying to facilitate and relate teachers to students and students to teachers became more aware of problems. In many instances they were very pleased with themselves and the way they learned to carry out their assigned tasks.

It was also felt that many students did not get a variety in their job exploration and more effort could have been expended to this end. Students became very proud of the fact they were contributing to society. They were accomplishing something for the first time. Their pay check was a very "high point" for most of these youngsters, although it became a tender spot for those who's checks were late. By this time blame was not put on teachers and role models for this shortcoming.

Some role models were very critical of other role models and felt much more time should be spent in evaluation before hiring. Probably the most positive changes in these young people came with realizations of the need for training and education in order to provide themselves with opportunities in the future. That the work "establishment" meant something different to each person, that teachers were humans after all, and that if something is wanted, sacrifices have to be made were other perceived learnings.

Remedial Education Phase

Role models felt that this phase was very successful. They saw much remedial education taking place at the job site where it was relative to the job learning skills. They agreed that structured remedial education has its value, but is not as effective as that taking place during the working day. Students became much more critical in their thinking and less willing to accept negative actions of their peers. The realization of the need for an education reached a majority of the students. Role models felt this was well worth their time and effort.

Counseling

Impromptu and small counseling sessions were the most beneficial. Role models saw little need, at first, for counseling but became aware of changes within students as a result of counseling sessions. Most are now great boosters of the value of this aspect of the project.

Field Trips

Not much was said in regards to the field trips. Those who did mention them felt that field trips could be of great value. Much planning has to take place in order for these to have desired affects on the students.

Conclusion

Most role models felt the concept of this pilot project had great merit. Planning and implementation should involve much more time. Most negative reaction was a direct result of flaws in jobs, payroll, time sheets, transportation, etc.

The project was of great merit. Better planning, better results. More students were changed than were not, more teachers were changed than were not, more role models were changed than were not, more employers and workers were changed than were not. End result? A big plus ..... but it could have been better.

COUNSELOR PERCEPTIONS

by

Phil J. Wegman

The counseling phase of the summer NYC project involved three full-time counselors each of whom worked with two teams. Of the three counselors, one was a regular full-time high school counselor, one was a beginning doctoral student, and one was a beginning junior high school counselor. The three counselors were told to carve out a role for themselves having as their objectives the facilitation of attitude change that would help meet the objectives of the pilot program; namely helping the enrollees realize the importance of staying in school. To accomplish this goal meant helping to facilitate the necessary attitude changes in teachers, enrollees, and role models that would aid in increasing communication and understanding. The mode of operation that finally emerged involved the cooperation of each counselor in the administration of attitude scales, in organizing group counseling, in counseling individual enrollees, and in serving as a liason between the project committee and the staff. They also served as coordinators, planners, job procurers, and mediators. In addition, they also helped teachers transport their teams from place to place. In their many activities a unique, untraditional counseling model emerged. This "new" role of the counselor was due to the setting, the students with whom they worked, and the typed of situations that arose during the summer.

The following discussion will attempt to explain how the various activities in which the counselors were involved helped to facilitate communication, understanding, and movement in the direction of preventing school dropouts.

Group Counseling

Group sessions involving teachers, role models, counselors, and enrollees were conducted throughout the project. These sessions produced some very meaningful short-term experiences but encountered some difficulties in the process.

The gains or successes could be characterized by a breakdown in defensive behavior, an openness to experiences, a greater acceptance and understanding of self and others in the groups as well as the acquisition of a greater degree of insight into self and others.

The difficulties resulted primarily from a misunderstanding that many teachers had concerning group counseling. The misunderstanding centered around an overemphasis on content and a deemphasis on process. Content, of course, deals with subject matter of the task upon which the group is working. On the other hand, process is concerned with what is happening between and to group members while the group is working. Group process deals with such items as morale, feeling tone, atmosphere, influences, participation, styles of leadership, conflict, competition, cooperation, etc. In many interactions during the summer NYC project, very little attention was paid to process, even when it was the major cause of ineffective group action. The teachers' need to have "something happen" or to be "doing something constructive" usually led the group from an examination of process, an area with which most teachers are not familiar, to an emphasis on

content, a traditional area of concern for most teachers. Throughout the group counseling, however, small changes could be seen in some of the teachers and their views toward group counseling. Their willingness to take a risk and step out of their strictly traditional roles enabled many teams to "get something going" in their group.

Individual Counseling

Counseling with both students and staff was conducted on an individual basis for the duration of the summer project. The counselors found that by participating in group activities such as field trips, transporting students, recreational activities, and visiting students at job sites and at home, individual counseling with students resulted.

In individual sessions, counselors explored with the student ideas regarding vocations, problems at school, teachers, personal problems, as well as post high school plans. In the exit interviews, students were given an opportunity to examine the kinds of experiences they had during the summer. In the interviews most students expressed that they had benefitted from the program in some way.

The last dimension of individual counseling involved working with the teachers on the various teams. Many of the sessions centered around helping teachers cope with their feelings concerning students and accepting student behavior not normally accepted in school. Behaviors related to a job, the use of foul language, roudiness, and lack of concern for others were some of the aspects that the staff dealt with. Through being able to talk about their own feelings concerning the students, teachers were better able to accept their students. This trend toward trying to understand and

interpret student behavior as opposed to judging and condemning it resulted in some student change in both attitude and behavior.

Summary and Conclusions

The three major aspects of counseling that were undertaken in the summer project included group counseling, individual counseling with enrollees, and counseling with teachers. These endeavors resulted in meaningful experiences for some but not for others. The majority of students stated that they intended to stay in school. Most of the teachers grew as a result of the summers experience, and the students were able to see teachers in a way they had not been able to before. From the helping kinds of relationships that developed between most of the people involved in the summer project, the summer can be deemed a success.

Further individual and group counseling is planned throughout the school year with the summer project enrollees. It will involve approximately five teachers, two counselors, and forty students who were involved in the summer project.

EMPLOYER PERCEPTIONS

by

Joseph A. Sarthory

The general consensus of the employers involved in the project was that the work exploration phase was highly beneficial but that there were problems which reduced the effectiveness of this phase somewhat. What follows is a brief description of the benefits and shortcomings of the work exploration phase as perceived by employers and as reported in correspondence and conversation with the project staff.

The employers felt that the great majority of enrollees profited from their work exploration. In the words of one employer: "Sure we had problems and occasionally we wondered what in the world we were doing in the program but when we saw at least six of the students secure real independence and security in the work that they were doing it all became worthwhile. The real exhilaration will come when, in a few years, these youth have completed high school and decided on meaningful careers for themselves."

More specifically, employers saw work as beneficial to the enrollees in a number of ways. Perhaps most importantly, many of the enrollees became very interested in the work they were doing and performed their task with a high degree of skill. In many instances, this was the first experience in which the enrollees had ever experienced any degree of success and employers often reported a marked growth in the enrollee's self concept and feeling

of security when he found that he could perform a job adequately. This feeling was manifested on the part of many employers by their willingness and desire to retain enrollees as part time employees throughout the school year. Some supervisors reported that the NYC students did a better job than most of the adults they had previously employed. The cases of one boy who served as a laboratory technician and another who served as a helicopter mechanic come immediately to mind.

Another benefit reported by many supervisors was the growth of individual responsibility on the part of many of the enrollees. Initially some enrollees were late for work, took numerous breaks, an extended lunch period, dressed slovenly, were discourteous to supervisors and to those with whom they worked, and felt that tasks could be performed in a mediocre manner when they felt like doing them. Unfortunately this behavior pattern persisted in some enrollees but in most cases enrollees showed much growth and responsibility in these areas.

Supervisors also reported an increased awareness of the requirements of the world of work on the part of many enrollees. Initially, enrollees tended not to see the relationship between education (particularly math and language skills) and the capability to function effectively in a job. Employers reported an increased awareness in this dimension and commented that many students intended to complete high school and beyond so that they could get jobs similar to those they were performing.

Perhaps an unanticipated consequence of the project as far as many supervisors were concerned was an increased understanding of

and empathy for disadvantaged youth. Many supervisors reported that their initial attitudes toward the enrollees were negative but that they became more positive and accepting as the project progressed. It is also likely that a negative attitude shift occured on the part of many supervisors however.

Finally, many employers felt that the enrollees experienced increased occupational and educational aspirations due to their exposure to the world of work.

Employers also felt that there were many shortcomings related to the work exploration phase of the project however. Almost universally, employers felt that the program "decended on them so rapidly" that it was extremely difficult for them to line up positions and prepare their staffs for the influx of disadvantaged youth which they experienced. In some cases, employers only had a day or two's notice before a sizable number of enrollees found their way into their sections. The lack of planning time often made it impossible to adequately orient employers and students and often precluded any opportunity to assess student interest and place them in positions in which they indicated an interest.

Concerning the lack of adequate time, some employers suggested that this might have been dealt with by using a week as an orientation session - both for employers and enrollees. The employers felt that this time could be used profitably to familiarize them with characteristics of disadvantaged students and to give them the opportunity to prepare their organizations for an influx of teenage employees. They also felt that this time could be used to orient students as to the requirements, expectations, etc. of the positions they would be filling.

It was felt that many of the problems experienced on the job ultimately resulted from inadequate planning and preparation time in the recipient organization.

Employers also indicated that in many cases they were fuzzy about the roles to be played by the role models and teachers and more uncertain as to just who had what authority over the enrollees on the job. This problem perhaps can also be traced to inadequate planning time and orientation. Supervisors also indicated that they were often uncertain as to what they could legitimately expect from enrollees. They were unsure as to whether they could expect productive work from the enrollees or were expected to tolerate mistakes and some inefficiency in their operation as they tried to show enrollees how to perform their tasks. This condition often translated itself into "jurisdictional disputes" between teachers, role models, and supervisors.

Employers also had numerous comments as to the behavior of some of the enrollees. Periodically enrollees disappeared and supervisors did not know where they were for an hour to an hour and a half at a time. This made it difficult to get tasks done that needed to be completed by a certain time - such as taking and recording a patient's temperature.

As was noted earlier, enrollees often took extended lunch breaks which tended to complicate the operation of the recipient organization. Also, in some cases enrollees used abusive or profane language and dressed in such a manner as to be disruptive (short skirts!) or which did not contribute to safety or cleanliness conditions required in certain jobs.

Supervisors indicated that in many cases the behavior of enrollees in the dimensions noted above improved markedly throughout the course of the program. This was frequently due to employer-enrollee-teacher discussions and perhaps also due to the fact that their problems were dealt with in group and individual counseling sessions. In some cases there was no improvement and enrollees were shifted to positions which they might like better or in which certain behavorial characteristics were not so crucial.

In sum, most employers were generally pleased with the objectives of the project, their role in it, and the performance of the enrollees. Problems encountered in the work exploration phase could generally be traced to a lack of preparation and planning time which in fact characterized the whole project. Despite this fact, it was the general consensus of the project staff that the work exploration phase was most significant and was the primary factor contributing to any success experienced with and by the enrollees. It is obvious that the project could not have succeeded without the cooperation, patience, and willingness to accept somewhat less than perfect performance by the employers and their supervisors.

FORMAL ANALYSIS OF DATA

by

Joseph A. Sarthory and Johnnie Mc Cray

Essentially two classes of data were gathered to assess the project described in the previous chapters. One type of data has to do with the "holding power" of the project as measured by the rate of enrollee retention in the project and by the return to school rate. The other type of data is attitudinal - changes in enrollees' attitudes toward school, teachers and work over the course of the summer.

Attitudinal data were gathered in a pre and post test design. Semantic differentials designed to measure enrollee attitudes toward teachers and school were administered at the beginning and again at the end of the summer. In addition, a locally developed instrument utilizing a three point scale to measure attitudes toward eight dimensions of a job was administered in a pre and post test fashion. Finally, a 49 item instrument utilizing a four point scale to measure attitudes toward work was administered to enrollees midway through the project.

Usable responses to all of these instruments were gathered from 46 of the enrollees in the project (N = 46). All of the instruments used to gather data are included in appendix C of this report.

PROJECT RETENTION AND RETURN TO SCHOOL RATE

A. Project Retention Rate

1. Original number of enrollees - 71

2. Enrollees completing the project - 64

3. Reasons for leaving the project:
   Family moved -3
   Quit because of pay delays - 2
   Ran off with Fort Riley soldier - 1
   Quit because of job dissatisfaction - 1

Essentially, only 4 enrollees left the project who could have remained in it. This is a retention rate of 94.4% which is extremely high in N Y C projects. Labor Department officials have indicated this in conversations with the project coordinator.

B. Return to School Rate

1. Enrollees completing the project - 64

2. Enrollees returning to school - 64

3. Percentage who returned to school - 100%

As the data indicate, all of the students who remained in the project have returned to school this Fall. Such a retention rate is excellent; especially when many of the enrollees felt a desire to quit school at the beginning of the project and saw no relationship between school and their aspirations.

ANALYSIS OF DATA

Where pre and post test measures were available, a two-tailed T-test for related samples was used to discern whether or not there were any significant differences between the pre and post. The total sample was treated in this manner as well as subcategories of respondents established on the basis of sex and grade level. In the case of the 49 item instrument which was administered only once during the

project, the sample was categorized by sex and by grade level and a T-test for independent samples was used. In all cases, a significance level of .05 was required.

FINDINGS

A. Enrollee Attitudes Toward Teachers

1. Total Sample

Eleven pairs of bi-polar adjectives comprised the semantic differential which was used to measure enrollee attitudes toward teachers. With 45 degrees of freedom, a T score of 2.021 was required of a two-tailed test to reach significance at the .05 level. This occurred in only one case - a weak to strong continuum - which reported a T score of 2.037. Thus enrollees saw teachers as significantly stronger persons at the end of the project than they were perceived as being at the beginning.

2. Sample Categorized by Sex

No significant attitude shifts toward teachers occurred among the 21 female enrollees from whom usable data were gathered.

Among the 25 male enrollees in the sample, a statistically significant shift occurred in only one dimension - an unfair to fair continuum. With 24 degrees of freedom, a T score of 2.064 was required of a two-tailed test to reach significance at the .05 level. The T score reported on the unfair to fair continuum was 2.211. Thus male enrollees saw teachers as significantly more fair at the end of the project than they were perceived as being at the beginning.

3. Sample Categorized by Grade Level

Enrollees were also categorized into junior high and senior high classifications for purposes of statistical analysis.

No significant attitude shifts toward teachers occurred among the 12 senior high (grades 10 or 11) enrollees in the sample.

Among the 34 junior high (grades 7, 8, 9) enrollees, a significant attitude shift occurred on one dimension of the semantic differential - a bad to good continuum. With 33 degrees of freedom, a T score of 2.042 was required of a

3. Sample Categorized by Grade Level (cont.)

two-tailed test to reach significance at the .05 level and a score of 2.149 was reported. Thus junior high enrollees saw teachers as "more good" at the end of the project than they were perceived as being at the beginning.

B. Enrollee Attitudes Toward School

1. Total Sample

Thirteen pairs of bi-polar adjectives comprised the semantic differential which was used to measure enrollee attitudes toward school. Statistically significant differences occurred in three of these continuua - two in a positice direction and one in a negative direction. Positive shifts occurred on boring to interesting and unfair to fair continuua while a negative shift occurred on a useless to useful continuum. Thus the total sample saw school as being more interesting and more fair at the end of the project than they had at the beginning while at the same time they saw school as more useless than they had at the beginning of the project.

2. Sample Categorized by Sex

Among the 21 female enrollees in the sample, significant attitude shifts occurred on two continuua - one in a positive and one in a negative direction. On a boring to interesting continuum, female enrollees saw school as significantly more interesting at the end of the project than they had at the beginning. On the other hand, they saw school as more useless at the end of the summer on a useful to useless continuum.

Among the 25 male enrollees in the sample, significant positive attitude shifts occurred on two continuua - desirable to undesirable and square to groovy. Males saw school as significantly more desirable and groovy at the end of the project than they had at the beginning.

3. Sample Categorized by Grade Level

No significant attitude shifts occurred among senior high enrollees although a positive movement on a desirable to undesirable continuum approached significance.

Among junior high enrollees, there was a significant negative attitude shift on a useful to useless continuum. Thus junior high enrollees saw school as more useless at the project's end than they had at its beginning.

3. Sample Categorized by Grade Level

Another shift approached significance among junior high enrollees - a positive movement on an unfair to fair continuum. A T score of 2.042 was required for significance at the .05 level and a score of 2.035 was reported. Thus a clearly discernible trend among junior high enrollees was to view school as more fair than they had initially.

C. Enrollee Attitudes Toward Eight Job Dimensions

In no case, neither among the total sample nor within the sample categorized by sex and grade level, did significant attitude shifts occur toward any of eight dimensions of a job. The writers feel that this is probably due to faulty instrumentation in that the three point scale which was utilized perhaps did not discriminate sufficiently to provide any meaningful differentiation.

D. Attitudes Toward Work

As was noted earlier, a 49 item instrument utilizing a four point scale was administered to enrollees midway through the project. Statistical analyses of responses of the sample categorized by sex and grade level were conducted using a two-tailed T-test for independent samples.

The instrument used to measure attitudes toward work contains 7 subscales and an analysis was done for each of the subscales as well as for each of the 49 individual items. The subscales and the items identified with each subscale as well as the factor measured by the subscale are included in the appendix to this report which contains the instruments used in the study. In this portion of the report, findings are reported on the 7 subscales and then on the 49 individual items of the instrument.

1. Subscale Analysis, Sample Categorized by Sex

Statistically significant differences between boys and girls appeared on two of the seven subscales of the instrument. These scales had to do with inner satisfaction of working and peer relationships on the job. In both cases, girls had significantly higher scores. Thus it appears that girls experienced more inner satisfaction from their work explorations than did boys. Also, they experienced more satisfying peer relationships on the job than did boys.

2. Subscale Analysis, Sample Categorized by Grade Level

No significant differences between junior and senior high students on any of the 7 subscales were reported.

3. Individual Item Analysis, Sample Categorized by Sex

Significant differences between boys and girls occurred on 4 items of the 49 item instrument. Each of these items is listed below along with the direction of the significant difference reported.

Item 7

I think there are bound to be one or two workers on any job who won't cooperate.

Girls scored significantly higher than boys on this item and thus appear to have more realistic insights into peer relationships on the job than do boys.

Item 37

I can do no more than work my hardest to buck for promotion.

Boys scored significantly higher than girls on this item. This suggests that boys see job promotion as related to quantity and quality of their work which girls feel that other factors (such as personality and dress for instance) might also be related to one's chance for promotion.

Item 41

I expect to have some trouble getting a job because most employers don't like teenagers.

In a very interesting response pattern, boys scored significantly higher than girls on this item. Thus teenage boys do not expect to get a job as easily as girls because they feel that they are perceived negatively by potential employers.

3. Individual Item Analysis, Sample Categorized by Sex (cont.)

Item 48

I think young people look forward to work because they don't know what work is.

Girls scored significantly higher than boys on this item. Thus it appears that girls anticipate working more than boys from the standpoint of finding out what work is all about.

4. Individual Item Analysis, Sample Categorized by Grade Level

Significant differences between junior and senior high enrollees occurred on only one item of the 49 item instrument.

Item 42

I think you have to have "connections" in most jobs in order to get a promotion.

Senior high students scored significantly higher than did junior high students on this item. Thus it appears that senior high students do not have a great deal of confidence in what might be labeled traditional considerations in job success and feel that personal relationships with influentials are more important in achieving promotions.

INTERPRETATION OF FINDINGS AND IMPLICATIONS

A. Enrollee Attitudes Toward Teachers

Although not a great deal of attitude change toward teachers occurred on the part of enrollees, that which did occur may be rather important. The reader will recall that the total sample saw teachers moving to the strong end of a weak to strong continuum, males saw teachers moving toward the fair end of an unfair continuum, and junior high enrollees saw teachers moving toward the good end of a bad to good continuum.

It is difficult to interpret responses on the weak to strong continuum. Perhaps enrollees viewed teachers as making relatively

independent decisions in rather unstructured situations outside of the traditional teaching role and this was perceived positively. It is interesting to speculate that students saw teachers "getting out from behind" their traditional relational pattern with students and saw them as stronger persons for being able to do so. Such a speculation raises questions about the prevailing pattern of role relationships in school - especially if that structure results in teachers being perceived as weak by at least a certain class of students. If disadvantaged students see teachers as weak, then it is difficult to see how they can learn from them and use them as adult models with whom to identify and from whom to acquire acceptable behaviors.

It is interesting to note that male enrollees perceived teachers as more fair at the end of the project than was the case at the beginning. Again, perhaps this is due to a much more inclusive pattern of interactions wherein students were able to see teachers as individuals and not in terms of some stereotyped role definition.

Finally, junior high students saw teachers as "more good" at the end of the project than they had in the beginning. The writers suspect that this finding is of crucial importance and may suggest that, at the junior high school level, it is still early enough to alter students' perceptions of teachers whereas it may be too late at the high school level. If so, the obvious implication is that dropout prevention programs must be initiated in the junior high schools (at least as far as changing student attitudes toward teachers is concerned) and that the senior high school years may be too late to initiate significant change in this dimension.

B. Enrollee Attitudes Toward School

It will be remembered that the total sample felt that school was more interesting, more fair, and less useful at the end of the project than was the case in the beginning. Girls repeated this pattern somewhat in that they also perceived school as more interesting and less useful at the termination of the project. Boys perceived school as being more desirable and more groovy at the project's end. Junior high enrollees also saw school as less useful and the data suggest that they strongly perceived the school as more fair at the end of the project.

A pattern here is obvious and gives rise to the following interpretation. School may appear more desirable and interesting because enrollees saw the relationship between what they do in school and the world of work. It might also be true that the type of remedial education carried on in the project - largely unstructured and job-related - was much more meaningful to enrollees and that they responded to "school" in terms of this dimension. If so, then the obvious implication is that educational programs for the disadvantaged must be clearly related to the world of work and that the academic component should not be structured along traditional subject matter lines but rather should be flexible and adaptable to student needs and interests as they derive from learning about the world of work or a specific kind of job.

It is important to note that school appeared less useful at the end of the project than it was perceived as being in the beginning. This is a crucial finding and suggests that perhaps

the students acquired a taste of what school could be like because of the nature of the remedial education component of the project. Also suggested is the possibility that students perceived more clearly the discrepancy between what they do in school and the legitimate expectations of employers and the requirements of the world of work. Perhaps this discrepancy was pointed out more forcefully by the feeling that school in fact can be more interesting and desirable.

Enrollees did perceive school as more fair at the end of the project however. Perhaps this has to do with their earlier reported perceptions of teachers as more fair and augers well for this dimension of school as perceived by disadvantaged students.

The reader should note once again that junior high school enrollees viewed school as less useful than did high school students. This suggests that programs must be initiated at the junior high level in order to maximize the attitudes toward teachers and school and by making the curriculum more meaningful.

C. Enrollee Attitudes Toward Work

It will be recalled that girls had significantly higher scores than boys on subscales having to do with inner satisfaction of working and peer relationships on the job. This finding is interesting in light of the fact that boys had significantly lower scores on items concerning employers' perceptions of teenagers and young people's desires to find out about the world of work. This implies the desirability of getting teenagers - particularly boys - involved in interactions with employers and the world of work as soon as they are legally able to do so - in the junior high school years if at

all possible in light of state child labor legislation. Negative student attitudes toward work and employment must be dealt with as early as career or work becomes important considerations to students. This suggestion is highlighted by the finding that by their senior high school years, disadvantaged students at least are of the opinion that one must have "connections" to get ahead on the job. This perception is tragic and perhaps partially explains why many potential entrants to the labor force prefer welfare, hustling, or illegal activities to job situations in which they don't have the "connections" necessary for advancement to a pay level which affords a reasonably comfortable standard of living.

RECOMMENDATIONS

Although comments concerning the "suggested shape" of dropout prevention programs have been put forth in the previous section and in other parts of this report, perhaps specific recommendations need to be put forth at this point. Below are some specific recommendations concerning dropout prevention programs which derive from formal data analysis and perceptions of project participants.

1. Dropout prevention programs must be initiated prior to the senior high school years. Ideally, formal programs should begin in the junior high school although more adequate elementary schooling for potential dropouts is also needed.

2. Junior high school programs for potential dropouts should be vastly different from traditional programs in terms of curriculum, staffing, patterns, space and time utilization, etc.

3. Prevention programs should include the following components or characteristics:

a. A different conception of the nature of the teacher-student relationship. Students and teachers should be grouped into teams which are together for every phase of the program.

b. Students should spend at least half of the day in a variety of work situations. Teachers should be there with them. Time on the job should not only be utilized to learn a specific job or explore various kinds of work. Additionally, employers should interact with students and teachers about the legitimate expectations of employers and employees and about the requirements of the world of work.

c. Subject matter content should be taught in a way so that it is related to students' interests and needs which derive from their work experience. This may occur on the job, in the school, or in other appropriate locations selected by team members. Traditional ways of teaching subject content (largely lecture, textbook, so many minutes per day, so many days per week) should be abandoned. Creative teachers can teach communications skills, math, science, social studies, etc. as needs and interests in these areas arise which are job-related. Also implied is the abolition of traditional testing, grading, and reporting procedures.

d. Adequate vocational counseling should support the program.

e. Sensitivity training sessions including teachers, students, counselors, administrators, employers, and employees should be incorporated. These sessions should deal with basic human relations and are particularly crucial in situations where the students are from a minority culture.

f. Appropriate team sizes might be 2-3 teachers with 30-50 students.

The above list is obviously not inclusive but does represent what appears to be logical conclusions about desirable dropout prevention programs as derived from this report. Hopefully programs incorporating these components will result in more positive student attitudes toward school, work and teachers; more positive teacher attitudes toward students who are potential dropouts; more positive and realistic employers; more meaningful acquisition of conceptual material; schools

which are more relevant to the needs to certain types of youth; and finally increased educational and occupational aspirations on the part of students as the relevance of school to employment becomes more apparent. Higher education is not ruled out and some students will no doubt see the value of college preparation in their selected career aspirations.

CONCLUSIONS AND RECOMMENDATIONS

by

The Authors

The conclusions and recommendations put forth in this chapter are the result of a consensus of the authors of this report. Each writer read a rough draft of the report, developed independently his conclusions and recommendations, and presented them in a series of meetings with the other authors. Out of these meetings came the content of this chapter.

The chapter is organized in the following manner. The overall structure of the project is considered first followed by a consideration of program components and then the phases of the project in chronological order.

PROJECT ORGANIZATION AND ADMINISTRATION

Conclusions

The team approach to achieving the objectives of the project was effective but could be made more effective with modification. The administrative and organizational structure of the project was fairly effective but could be improved with some modifications.

Recommendations

1. Responsibility for program must be vested in an individual - preferably the project director. This responsibility would include the personnel function.

2. Essentially business and managerial tasks should be placed in the hands of a business manager so as to free the project director for program and personnel considerations.

Recommendations (cont.)

3. Adequate planning and organization time is necessary for program development and the hiring and orientation of qualified personnel.

4. Earlier hiring would allow staff involvement in program development which should facilitate staff identification with and commitment to the project and its purposes. Staff involvement in the development of job descriptions would be particularly appropriate in this dimension.

5. The idea of a project steering committee is a good one but the committee needs to do more "steering" and to be more involved at the operational level.

6. Transportation through the use of staff cars afforded great flexibility and the opportunity to initiate a great deal of group and individual counseling. However, more reimbursement for the use of personal cars is needed.

7. The administrative unit should be located closer to the work, counseling, and remedial education sites. This would allow for improved communication, coordination and decision - making and afford the project director more active involvement in program and in operational problems and procedures.

8. The composition of teams as structured in this project is suspect. The authors are not totally agreed but feel that team performance in terms of objectives might be improved by making all or some of the following modifications.

   a. Changing team structure to include one teacher, one role model and one counselor.

   b. Changing team structure to include two teachers and one counselor.

   c. Putting teams - including students - together earlier and involving them more extensively in orientation.

   d. Whatever structure of teams is decided upon, it is crucial that adequate selection criteria be utilized and that time for staff development be provided throughout the course of the project.

PROGRAM COMPONENTS

Work Exploration - Conclusion

Work exploration was considered by all to be the most successful phase of the project. Despite this, improvements could be made.

Recommendations

1. Jobs for enrollees should require some skills and should not be merely menial tasks. It is difficult to establish the relationship between school and the world of work if the latter is the case.

2. Private employers need to be involved as well as public employers. This is necessary for wide application of the model posed in this project.

3. The responsibilities of employers and supervisors need to be clearly delineated. Their relationship with students and project staff must also be clarified. This can be attained through more extensive orientation of employers - perhaps including the behavioral characteristics of disadvantaged as well as the purposes and objectives of the project.

4. There must be conscious attempts to help staff relate work experience to school, to remedial education, and to the personal growth of students.

5. Attention must be given to promoting both flexibility of movement and stability on the job on the basis of student interest and need.

Remedial Education - Conclusions

The basic model of remedial education as posed in the project was good.

Remedial education in such a program should not take place within the framework of traditional classroom setting and methodology.

Recommendations

1. Effort must be devoted to devising questions and learning problems for specific job situations.

Recommendations(cont.)

2. Field trips must be highly structured as to objectives and "teachable moments" so as to ensure appropriate learning experiences.

3. A transitional phase from remedial education on the job back to the school setting is needed. The exact nature of this transitional phase is unclear but the authors agree on the necessity for such a dimension.

Counseling - Conclusions

1. The role of the counselors was fuzzy. Enrollees saw them as members of the team while teachers saw them as extensions of the administrative staff.

2. Groups were not voluntary and the counselors' functions were complicated by the lack of group cohesion and identity which took longer to emerge than in traditional group counseling sessions.

3. The concept of one counselor with two teams was good but implementation was hindered by numerous factors involving jobs, transportation, administrative considerations, and communication.

Recommendations

1. The counselor's role must be specified and his functions clearly defined.

2. Earlier formation of teams and counselor identification with teams would facilitate the objectives of group and individual counseling.

3. Counselors should be isolated from administrative functions since such identification hinders the counseling function.

4. Primary emphasis should be on group counseling with individual counseling as needed.

PROJECT PHASES

Orientation - Conclusion

The orientation phase was too brief and too unstructured to contribute greatly to the objectives of the project.

Recommendations

1. The orientation phase should be longer and better structured. Students and employers should be involved and people with specific competencies related to the objectives of the orientation phase should be utilized.

Dormitory Phase - Conclusions

The initial two weeks in the dormitory on the Kansas State University campus were generally viewed negatively by the project staff. Enrollees generally enjoyed this phase however.

The idea of removing disadvantaged students from their environment for a period of time is desirable. Perhaps the university campus is not the ideal setting for this however.

Recommendations

1. A period of time removed from everyday surroundings is conceptually sound and should be implemented whenever possible.

2. Adequate structure and direction must be provided enrollees in this phase however.

3. A ranch or camp would be more appropriate than a university campus.

4. This phase might be incorporated toward the middle or the end of the project when there is more cohesion and identity.

5. Concerning the team approach, one team at a time might experience a "retreat" of one week's duration.

6. All project staff should participate in this phase whether it is done on the team or total enrollment basis.

De - Briefing Phase

A 2 - 3 day period should be provided at the end of such a project to share learnings, discuss problems, and relate experiences to school and its requirements. The total staff and enrollees should be involved.

Evaluation - Conclusion

Evaluation must include both attitudinal measurement and a longitudinal study of behavioral change of enrollees and staff.

Recommendations

1. Pre and post measures of enrollees' attitudes toward school, teachers, work, and themselves should be administered.

2. Staff attitudes toward disadvantaged students should be measured in a pre and post design.

3. Student changes in grades, attendance, behavior, and extra - curricular participation should be measured in a longitudinal design.

Follow-Up Phase

If at all possible, project staff should be involved throughout the school year with enrollees and with the professional staff working on curriculum development, instructional methodology as well as participating in group and individual counseling, making home visits, etc.

Concluding Remarks

The conclusions and recommendations put forth in this chapter assume that the model described in this report is viable and are presented with the sincere hope that the model can be utilized beneficially at other places at other times.

A DROPOUT PREVENTION MODEL

by

Barbara Chance and Joseph A. Sarthory

INTRODUCTION

The dropout prevention model presented in this paper derives from the assumption that dropping out of school is not totally a function of characteristics of youth who drop out. Rather, much of the responsibility for the "dropout problem" resides with school systems and the educational practitioners within them. It follows logically that any attempt to reduce the dropout rate must concern itself both with changing the characteristics of potential dropouts and the schools they attend. In essence, a change strategy must be utilized which promotes improved communication, understanding and acceptance between students and the schools they attend, as well as the capability for self-examination and self-renewal within school systems.

To this end, a pilot dropout prevention model was developed and applied in a midwestern community of approximately 25,000 characterized by a relatively high dropout rate and significant numbers of both permanent and transient minority cultural groups. The major components of the project were a "getting away" phase, a work exploration phase, a remedial education and counseling phase, and a follow-up and evaluation phase. These components

were decided upon because they afforded project participants - students; teachers, role models, counselors, and administrative staff - the maximum amount of opportunity for constructive and valuable interaction on a number of levels. From this project a model for other schools and other areas can be evolved, for the components are flexible enough to serve a school system in a variety of ways.

Perhaps the most unique feature of the model described here is the team structure which was utilized in the attempt to realize project objectives. Teachers, role models, counselors, and students were organized into teams which persisted throughout the summer part of the program. Each team was composed of 10 - 12 students, 2 teachers, and a role model. Each two teams were supported by a counselor who conducted individual and group counseling with his team members for the duration. A role model was a college student from an environment similar to that of the students in the project whose function was to facilitate communication between teachers and students. The teams were together all day, everyday in the work, remedial education, counseling, and recreational phases of the project. This structure was utilized in the hope that new attitudes and ways of relating would evolve between students and teachers which would carry over into the school year and foster changes designed to help retain disadvantaged youth in school.

"GETTING AWAY"

For the first two weeks of the project, the enrollees and some staff members lived in a residency dormitory on a nearby university campus. For the students, it was a chance to leave the environment

of their home and community, to explore a college living situation, and to spend time with the teachers and staff in a rather informal atmosphere. Although this phase definitely presented the project staff with unanticipated problems - some relating to institutional requirements of the university - it was also a valuable one for the students' identification with "The Project". Perhaps this strong sentiment would not have arisen if we had begun the summer in small groups and simply maintained those groups throughout the project.

For the teachers, role models, and staff who lived in the dorm it was a unique experience. Although the two weeks' stay was certainly not an altogether pleasant one, there were insights developed and friendship bonds formed which would last the remainder of the summer. The teachers had an opportunity to live and interact with the students out of the traditional school situation, and some of the students began to see a few of the teachers as "human" during the time in the dorm. For all its problems, the dorm phase was still a more positive than negative experience

Of course not all school systems would have access to a university community, but there are a number of alternative ways for the project members to "get away from it all" and have time to get to know each other in a more relaxed atmosphere. There are many Girl Scout and 4-H Camps which could be used in this manner for a week, or even on a weekend "retreat" period. Another alternative, depending upon the size of the group, could be a weekend camping trip on someone's farm or ranch. In a city, perhaps the facilities of a private boarding school or even a Y M C A would be adequate. Although our "getting away"

phase consisted of the first two weeks of the project, it was generally felt that perhaps this period would have been better had it come more toward the middle of the project, or even in the final two weeks. The changing of the time period would somewhat alter the type and intensity of group feeling which developed, but the most important consideration is that of facilitating an opportunity for everyone concerned to get away from the frustrating, traditional school situation and into a hopefully more open situation in which better communication and understanding can develop.

WORK EXPLORATION

The work exploration phase allowed the students to explore numerous occupational experiences. They were allowed to change jobs when they learned the skills of a job or their interest level was low. If they found jobs which suited their abilities and interests well, they could remain with that job for the summer, gaining considerable skill and knowledge about that particular field of work. Interaction with work supervisors was very good, and the students learned about legitimate expectations that employers today have of their employees. The supervisors also learned something about these types of students and that communication, cooperation, and valuable relationships were indeed possible.

A nearby Army Post was an ideal source of jobs in a non-profit organization. It provided a wide variety of work experiences and ample jobs for a great number of the students. Any military installation would provide jobs in a similar setting. Courthouses, police stations, and hospitals were valuable work experiences for the students learned more about how these familiar institutions operate as well as

having a particular job to do. In the event that the private sector could be utilized, a variety of jobs would be available to the students. It is also possible that jobs and student interests could be better coordinated. Neighborhood or city projects would be excellent for the students see their work as enhancing the area in which they live. There was a certain amount of pride and feeling of accomplishment in the students who worked on a particular project in their own neighborhood. Having the teachers join the search for jobs for the students would enable them to get more involved in the initial stages of project development. If this job-hunting in public sectors could begin before school ends in the spring, good communication and support could be initiated earlier among teachers, employers, and students.

REMEDIAL EDUCATION

Remedial education was planned as a more or less structured component of the project. The staff wanted to avoid the traditional classroom approach which had obviously been a source of frustration for both students and teachers. Most of the remedial education occurred at the job sites, for the good teachers could readily ascertain (from the situation the student was in) what help each student needed with his job. In helping cope with immediate problems on the job, the teacher was also able to use the situation for unstructured remedial aid in math, communication skills, biology, and a number of other subjects. A critical point in this operation was the amount of openness and concern the teacher exhibited. If these factors were not present, the student would seldom feel comfortable enough to ask questions or ask for help from anyone.

Again, if the teachers were asked to help secure jobs, some advance planning and anticipation of remedial education could occur. Employers and teachers could work closely together to explore what sorts of problems the student might logically encounter on the job and how these problems relate to his past difficulties in school. With both the teacher and the employer thus primed, the remedial work would have more of a focus and yet retain its informal atmosphere.

In some cases, perhaps returning to a classroom situation would be valuable. Teachers, students, and staff would have to decide together if this action appeared desirable, for simply forcing the students back to the classroom for a certain number of days would have much the same negative effect as many classes have had for these students previously. The type of remedial education which occurs on the job or on the spur of the moment is much more difficult to deal with, but it can certainly have some valuable results in illustrating the connetion between job skills and necessary background in school.

FOLLOW - UP

The project described herein also included a follow-up phase which continued throughout the course of the school year following the summer phase. Two role models who participated in the summer phase worked with students concerning school and personal matters and also made frequent home visits. They also participated in group counseling sessions conducted by the counselors (who had also been in the summer phase) with the students and teachers who had

also been together during the summer. Curriculum development projects having to do with designing relevant curricula as well as appropriate instructional techniques for use with disadvantaged students were also carried on. It was hoped that these activities would continue the feelings of cohesion and identity with the project which had been developed during the summer and would lead to significant institutional change in the attempt to meet the needs of youth whose needs have not previously been well satisfied by the school.

SUMMARY

This, then, is our model: combining students, teachers, role models, counselors, and staff in a project containing a "getting away" phase, a work exploration phase, a remedial education and counseling phase, and an in-school follow-up phase. All these components can be adjusted to fit a particular area and situation, and all are designed to open better lines of communication and understanding between schools and students. For unless this understanding and some form of acceptance is obtained from both parties, the traditional school system will remain ineffective in helping these students to reach their fullest capacity as human beings.

APPENDIX A

PARTICIPANTS IN THE PROJECT

ENROLLEES

Dennis Armstead
Nicki Arnold
Melva Aska
Linda Austin
Sharon Bell
Danny Bolton
Wheeler Bolton
Bill Burger
Carol Carter
Nat Carter
Richard Castillo
Racy Clardy
Willie Cunningham
Cordelia Davis
Elijah Davis
Pat Davis
Walter Day
Linda Edmonson
Matthew Edmonson
Don Edwards
Judith Fields
Ken Ford
Iva Grave Galloway
Reginald Gilbert
Brenda Green
Ernest Green
Brenda Griffin
Vennetta Hammond
Vernon Hammond
Quintin Hatchett
Greta Higgins
Darla Holt
Shelia Hudley
Olevia Humphreys
Pat Humphreys
Greg Jackson
Charlie Johnson
James Johnson
Jerome Kelly
Don Latimer
Bernard Lincoln
Duane Long
Tony Lovett
Kathy Mann
Norma Mann
Diane Mc Quiller
Edwin Neal
Marcia Oates

Enrollees (cont.)

Ray Oates

Wanda Oates

Pat Olsen

Eugene Perkins

Sharon Richardson

Joni Roberson

Larry Roehrig

Clara Rucker

David Smith

Doris Smith

Shirley Smith

Joyce Sterling

Larry Tarver

Ruby Thompson

Velma Vinson

Ken Waner

Mary Webb

Debbie Wertz

Danny White

Gay Williams

Gloria Williams

Gail Wright

TEACHERS	ROLE MODELS
Alma Brown	Barbara Chance
Verl Case	Frank Cleveland
Carol Darnell	Steve Econ
Joan Fletcher	Bob Hector
Robert Hartup	Steve Honeycutt
Jane Laman	Earl Perkins
Jim Merklinger	Jean Sterling
Pat Moser	
Vic Osborn	
Janie Rhyne	
Robert Samlley	
Donald Teply	

STEERING COMMITTEE

Joseph A. Sarthory - Project Coordinator

Gil Browning

Alvin Ferguson

Herbert Kaiser

Wayne Laughery

Alvin Lewis

William Racek

Leon Rappaport

ADMINISTRATIVE STAFF

Willard F. Dempsey - Project Director

Frank Davis - Logistics Coordinator

Keith Hanna - Operations Coordinator

Gale Jeansonne - Secretary/Bookkeeper

RESEARCH ASSISTANTS

(Follow - Up Phase)

Barbara Chance

Johnnie Mc Cray

APPENDIX B

TEAM ORGANIZATION AND JOB SITES

KANSAS STATE UNIVERSITY
College of Education
NEIGHBORHOOD YOUTH CORPS

S U M M E R P I L O T P R O J E C T

TEAM ORGANIZATION:

TEAM A	Teachers:	Janie Rhyne Verl Case				
	Student:	Bob Hector				
	Enrollees:	James Johnson	M		N	
		Carol Ann Carter		F	N	
		Don W. Edwards	M		N	
		Shirley A. Smith		F	N	
		Clarence Moreland	M			W
		Wanda L. Oates		F	N	
		Cordelia Davis		F	N	
		Darla J. Holt		F	N	
		Larry G. Tarver	M		N	
		Ray A. Oates	M		N	
TEAM B	Teachers:	Alma Brown Vic Osborn				
	Student:	Steve Econ				
	Enrollees:	Ernest Lee Green	M		N	
		Vernon Dean Hammond	M		N	
		Donald R. Latimer	M		N	
		Marcia Ann Oates		F	N	
		Francis H. Butler	M			W
		Judith A. Fields		F	N	
		Doris T. Smith		F	N	
		Joyce M. Sterling		F		W
		Gabriela Williams		F		W
		Marvin D. Simpson	M		N	
		Freddie V. Jones	M		N	
		Bernard Lincoln	M		N	

TEAM C	Teachers:	Bob Hartup Joan Fletcher				
	Student:	Frank Cleveland				
	Enrollees:	Gregory Jackson	M		N	
		Dennis A. Armstead	M		N	
		Eugene Perkins	M		N	
		Tony F. Lovett	M		N	
		Velma Vinson		F	N	
		Shelia K. Hudley		F	N	
		Sharon L. Bell		F	N	
		Iva Grace Galloway		F	N	
		Dorothy A. Mann		F		W
		Kathy L. Mann		F		W

TEAM D	Teachers:	Pat Moser Jim Merklinger				
	Student:	Jean Sterling				
	Enrollees:	Matthew L. Edmonson	M		N	
		Willie D. Cunningham	M		N	
		Jerome K. Kelly	M		N	
		Bonnie D. Gappa		F		W
		Gloria Williams		F	N	
		Venetta M.R. Hammond		F	N	
		Norma S. Mann		F		W
		Deborah Wertz		F		W
		Gail R. Wright		F	N	

TEAM E	Teachers:	Jane Laman Don Teply				
	Student:	Barb Chance				
	Enrollees:	Reginald Gilbert	M		N	
		Linda A. Edmonson		F	N	
		Patricia A. Davis		F	N	
		David G. Smith	M		N	
		Qunitin M. Hatchett	M		N	
		Mary H. Harris		F	N	
		Nickie L. Arnold		F		W
		Judy Beebe		F		W
		Patricia A. Humphreys		F	N	
		Daniel L. White	M			W
		William E. Hourigan	M			W
		Ken Waner	M			W

TEAM F	Teachers:	Robert Smalley Carol Darnell				
	Student:	Steve Honeycutt				
	Enrollees:	Nat R. Carter	M		N	
		Edwin Neal	M		N	
		Elijah Davis, Jr.	M		N	
		Racy Clardy	M		N	
		Ruby Thompson		F	N	
		Clara Renee Rucker		F	N	
		Liza M. Winters		F	N	
		Brenda K. Griffin		F	N	
		Carla E. Lake		F		W

JOB SITES

Team "A" Case, Rhyne, Hector

Richard Castillo	Post Supply (Mr. Hood)
Cordelia (April) Davis	Fort Riley Offcier's Open Mess
Don Edwards	Family Housing (Property Warehouse)
Kenneth Ford	Post Supply
Greta Higgins	Family Housing (Filing)
James Johnson	Post Supply
Bruce Muse	Kings Field House (Sports Office)
Ray Oates	Post Supply
Wanda Oates	Post Supply (Clothing Sales)
Sharon Richardson	Irwin Army Hospital (Library)
Shirley Smith	Irwin Army Hospital (Typing)
Larry Tarver	Electricity

Team "B" Brown, Osborn, Econ

Linda Austin	Irwin Army Hospital (Dermatology Clinic)
Judy Fields	Irwin Army Hospital (Female Ward)
Ernest Green	Junction City (Dog Pound)
Vernon Hammond	Junction City (Dog Pound)
Don Latimer	Junction City (Dog Pound)
Bernard Lincoln	Geary County (Sheriff's Office)
Dianne Mc Quiller	Irwin Army Hospital (Occupational Therapy)
Marcia Oates	Irwin Army Hospital (Surgical Ward)
Doris Smith	Irwin Army Hospital (Pediatrics, Out)
Joyce Sterling	Irwin Army Hospital (Pediatrics, Out)

Team "C" Fletcher, Hartup, Perkins

Dennis Armstead	Junction City (Dog Pound)
Sharon Bell	Irwin Army Hospital (OBGYN Aid)
Bill Burger	Engineer Assistant (Whitside)
Walter Day	Engineer Assistant (Whitside)
Iva Galloway	Dental Assistant (Whitside)
Shelia Hudley	Nursery (Whitside)
Greg Jackson	Meat Cutting (Whitside)
Tony Lovett	Meat Cutting (Whitside)
Kathy Mann	Data Processing (Patton Hall)
Eugene Perkins	Meat Cutting (Whitside)
Velma Vinson	Secretary (Whitside)
Mary Webb	Secretary (Post Engineers)

Team "D" Moser, Merkingler, Sterling

Wheeler Bolton	Quit
Willie Cunningham	Junction City (Dog Pound)
Matthew Edmonson	Junction City (Dog Pound)
Brenda Green	Junction City Police Department (Filing)
Jerome Kelly	Electrical Maintenance (Fort Riley)
Norma Mann	Junction City Police Department (Filing)
Pat Olsen	St. Mary Hospital (Manhattan)
Larry Roehrig	Large Motor Maintenance (Fort Riley)
Debbie Wertz	St. Mary Hospital (Nurses Aid)
Gloria Williams	Junction City Police Department (Filing)

Team "E" Laman, Teply, Chance

Pat Davis	Commissary (Cashier)
Linda Edmonson	Irwin Army Hospital (Pediatrics Clinic)
Reginald Gilbert	Junction City (Dog Pound)
Quinton Hatchett	Post Field Maintenance (Mechanic)
Olevia Humphreys	Commissary (Cashier)
Pat Humphreys	Irwin Army Hospital (Physical Therapy)
Duane Long	Post Field Maintenance (Mechanic)
Joni Roberson	Irwin Army Hospital (Nursery)
David Smith	Irwin Army Hospital (Orderly)
Ken Waner	Post Field Maintenance (Electronics)
Dan White	Post Field Maintenance (Aircraft Mechanic)

Team "F" Samlley, Darnell, Honeycutt

Melva Aska	Commissary (Cashier)
Danny Bolton	Quit
Carol Carter	Commissary (Produce)
Nat Carter	Commissary (Meat Department)
Racy Clardy	Warehouse
Elijah Davis	Commissary (Store Manager)
Brenda Griffin	Junction City (Dog Pound)
Darla Holt	Commissary (Subsistance)
Charlie Johnson	Commissary (Subsistance)
Edwin Neal	Commissary (Requirements)
Clara Rucker	Commissary (Produce)
Ruby Thompson	Commissary (Secretary)

APPENDIX C

DATA-GATHERING INSTRUMENTS

ATTITUDES TOWARD WORK

When young people are asked about their problems, nearly all list as one of their major problems selecting a vocation and worrying about getting and keeping a job after high school. We think the schools could help you meet these problems better if they could understand more fully the attitudes of young people toward work.

This questionaire is designed to help you express your feeling toward work. It is based on actual statements made by teenagers just like yourselves. We would like to know whether you agree or disagree with the ideas of these young people.

Name: _____

Age: _____

School: _____

Date: _____

ATTITUDES TOWARD WORK

Please read each of the statements below and then rate them as follows:

A	a	d	D
Strongly agree	Mildly agree	Mildly disagree	Strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important that all questions be answered.

A a d D 1. I would like a boss who would listen to my ideas.

A a d D 2. I think holding down a job is a sign of maturity in a person.

A a d D 3. I don't look forward to work unless I can earn enough money to make it worthwhile.

A a d D 4. I want to work for a person who gives me a chance to show my ability.

A a d D 5. I think the boss is there to help you.

A a d D 6. I would like to work with people who live the same kind of life I do.

A a d D 7. I think there are bound to be one or two workers on any job who can't or won't cooperate.

A a d D 8. It doesn't seem as though our school helps people get jobs, making sure they get the training needed.

A a d D 9. My going to work and holding a job doesn't mean much to my country's growth and prosperity.

A a d D 10. The way I am treated on the job is just as important to me as the money it pays.

A a d D 11. I feel I am mature enough to handle some responsibility, and I appreciate its being given me.

A a d D 12. I'd rather stick to the friends I've made in my neighborhood and church rather than take up with people where I work.

A a d D 13. I think the worker has the right to request and receive consideration from others.

A a d D 14. I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job.

A a d D 15. I don't think it's right for the boss to ask you to work late since mostly people have their own plans.

A a d D 16. I think the schools help you get a job by training you to have favorable qualities, for a job.

A a d D 17. I want a fair salary that I feel my work is worth.

A a d D 18. I think unions are good for groups protection, because the employer is bound to listen to so many voices.

A a d D 19. I want a job with which I have had some experiences.

A a d D 20. After I start work I hope I can associate with a better class of people than those I go around with now.

A a d D 21. I would like a job which offers a great deal of advancement.

A a d D 22. I want a boss who is kind, but strict.

A a d D 23. I think the employer should see to it that the worker gets the rights that are really important to him.

A a d D 24. So many people these days seem hard to get along with.

A a d D 25. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend.

A a d D 26. I think it is part of your job to get along with your co-workers.

A a d D 27. Salary is not the main factor in choosing a job in my case; it is learning and trying to get ahead, and making something of my life.

A a d D 28. I don't think I need to admire my boss just because of his position.

A a d D 29. I think anyone who works should take pride in his job and do the best he can.

A a d D 30. I have a tendency to rebel under supervision.

A a d D 31. I think the employer has the right to expect good appearance from me.

A a d D 32. Most bosses tend to be not quite fair to everyone in their employ.

A a d D 33. I want to work with people who can get along with me well.

A a d D 34. Sometimes I think the school goes too far in trying to help you get a job.

A a d D 35. I want to go to work so I can support myself and won't have to depend on Mom and Dad.

A a d D 36. I think most bosses are just average humans like me but somehow they've had pull and money.

A a d D 37. I can do no more than work my hardest to buck for a promotion.

A a d D 38. I want to work with people who take their work seriously enough to do a good job.

A a d D 39. I think the worker should be able to list his complaints with the supervisor or boss.

A a d D 40. I would like to have the type of work that would be varied and challenging.

A a d D 41. I expect to have some trouble getting a job because most employers don't like teenagers.

A a d D 42. I think you have to have "connections" in most jobs in order to get a promotion.

A a d D 43. I think the boss should be able to discuss your problems with you at any time of the day.

A a d D 44. I think a person who tries to do a little more than he has to may be promoted to a better job.

A a d D 45. I have a tendency to dislike following rules, when I think I can get by with it.

A a d D 46. I think people who work usually realize the value of a pleasing personality.

A a d D 47. I think I can get a job I'll be satisfied with for a long time even without further training.

A a d D 48. I think young people look forward to work because they don't know what work is.

A a d D 49. I want a job where I can please the boss as well as myself.

RATE THE IMPORTANCE OF EACH OF THE FOLLOWING ITEMS,

AS IT IS RELATED TO A JOB.

Rating Scale: 3 - Very Important
2 - Important
1 - Not Important

1. APPEARANCE

_____ Being neat and well groomed.

2. PUNCTUALITY

_____ Being on time for work.

3. DEPENDABILITY

_____ Responsible for doing work and following instructions.

4. INTEREST IN WORK

_____ Being enthusiastic and interested in work.

5. JUDGEMENT

_____ Making wise decisions about work.

6. PRODUCTION

_____ Ability to get job done on time.

7. INITIATIVE

_____ Being able to recognize work to be done and doing it without directions.

8. COOPERATION

_____ Ability to get along well with other workers.

SCHOOL

boring	___	___	___	___	___	___	___	interesting
desirable	___	___	___	___	___	___	___	undesirable
unimportant	___	___	___	___	___	___	___	important
pleasant	___	___	___	___	___	___	___	unpleasant
bad	___	___	___	___	___	___	___	good
useful	___	___	___	___	___	___	___	useless
unfair	___	___	___	___	___	___	___	fair
friendly	___	___	___	___	___	___	___	unfriendly
meaningless	___	___	___	___	___	___	___	meaningful
interested in me	___	___	___	___	___	___	___	not interested in me
sad	___	___	___	___	___	___	___	happy
liked	___	___	___	___	___	___	___	disliked
square	___	___	___	___	___	___	___	groovy

TEACHERS

friendly	___	___	___	___	___	___	___	unfriendly
unfair	___	___	___	___	___	___	___	fair
pleasant	___	___	___	___	___	___	___	unpleasant
not helpful	___	___	___	___	___	___	___	helpful
good	___	___	___	___	___	___	___	bad
worthless	___	___	___	___	___	___	___	valuable
interested in me	___	___	___	___	___	___	___	not interested in
strong	___	___	___	___	___	___	___	weak
cool	___	___	___	___	___	___	___	warm
boring	___	___	___	___	___	___	___	interesting
liked	___	___	___	___	___	___	___	disliked

DROPOUTS

valuable	___	___	___	___	___	___	___	worthless
deviants	___	___	___	___	___	___	___	conformists
smart	___	___	___	___	___	___	___	dumb
bad	___	___	___	___	___	___	___	good
clean	___	___	___	___	___	___	___	dirty
incapable	___	___	___	___	___	___	___	capable
successful	___	___	___	___	___	___	___	unsuccessful
unpleasant	___	___	___	___	___	___	___	pleasant
high	___	___	___	___	___	___	___	low
dangerous	___	___	___	___	___	___	___	safe
ambitious	___	___	___	___	___	___	___	lazy
to blame	___	___	___	___	___	___	___	not to blame

N Y C

EXIT INTERVIEW FORM

Name: _____

Team: _____

1. What did you think about the project?

   a. What did you like best?

   b. What did you like least?

2. How has the project affected you?

3. How would you improve the project?

4. What did you learn about the world of work during the project?

5. What are your plans concerning your future education?

APPENDIX D

LETTERS CONCERNING PROJECT AND ENROLLEE COMMENDATIONS

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

PRESIDENT'S OFFICE
ANDERSON HALL

September 1, 1970

Associate Professor Joseph A. Sarthory
Department of Administration and Foundations
College of Education
Holton Hall

Mr. Willard F. Dempsey
N Y C Project Director
Department of Administration and Foundations
College of Education
Holton Hall

Dear Colleagues:

Thank you so much for your letter of August 20. Despite the controversy that it provoked, the Neighborhood Youth Corps Pilot Project certainly appears to have been successful. The report from the Geary County Probation Officer is especially heartening and I commend you and your associates responsible for this Project.

Sincerely yours,

James A. McCain
President

g

OFFICE OF COUNTY ATTORNEY
EARY COUNTY COURTHOUSE
UNCTION CITY, KANSAS 66441
PHONE 238-3912

GEORGE F. SCOTT
COUNTY ATTORNEY
WILLIAM C. O'KEEFE
ASSISTANT COUNTY ATTY.

September 9, 1970

Joseph A. Sarthory
College of Education
Kansas State University
Manhattan, Kansas

Dear Mr. Sarthory:

From the year starting July 1, 1969, to July 1, 1970, this County had filed about two hundred and sixteen Juvenile cases. At least two-thirds of those cases that came to the Court resulted in convictions. The reason I am giving these statistics is to show the case load that we have in the Juvenile Court. During the latter part of the month of June and most of July and the early parts of August I would say we had about three to four Juvenile cases.

I can't say that the decrease in the crime rate during these summer months was due to your project exclusively, but I think your project had a major effect on the Juvenile crime rate. I know that many of the Juvenile's you had in your program were ones who had been in Court many times and were a constant irritation to the local authorities.

There is no question in my mind that having these Juvenile's employed during the summer months was a great asset to our community and to their future development. I would hope that such programs as this one and others could be developed to help these Juvenile's and to improve the Juvenile situation through out the United States.

If I can ever be of any assistance to you or to your staff please don't hesitate to so notify me.

Sincerely yours,

William C. O'Keefe

WCO/sh

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PROBATE, COUNTY AND JUVENILE COURTS
GEARY COUNTY
G. W. SCHMIDT
JUDGE
JUNCTION CITY, KANSAS 66441

Dr. Joseph Sarthory
College of Education
Kansas State University
Manhattan, Kansas

August 27, 1970

Dear Dr. Sarthory:

Now that the summer pilot program is over, I would like to send along to you some of my observations of the effect this program has had on our community.

First, and most obvious, was the reduction in the juvenile crime rate. In any normal summer we experience a dramatic increase in juvenile crime. This year, however, we experienced just the opposite. I have discussed this situation with a number of law-enforcement people and we all agreed that the pilot project was a very positive factor in the reduction of crime in Junction City. The work experience portion of the program, I think, had some significant results. It brought some young, angry and confused young adults into daily contact with working people who normally would not associate with this type of youth. In my conversations with these students, I found that their attitudes toward the world of work and "The Man" (supervisors) had changed for the better. The most refreshing thing was that the adults, workers and supervisors changed their attitudes toward these youths and, for the first time, really tried to understand them.

So many good things happened to these young people this past summer. For one thing, I think the participation rate was remarkable. I know most of these kids, and the fact that they stayed with a program for two full months indicates to me that they wanted to be a part of it. Being exposed to occupations that at one time were an impossible dream became a reality through this program.

I am sure that we don't know those individuals who were most influenced by this program. Perhaps when a number of these young people are respected, productive members of American communities you and your staff will only then be aware of the impact you had upon their lives.

I have discussed this program with many community leaders and it is my opinion that they think very highly of the program. Most want it again in the summer and many feel it should be continued during the winter.

Best wishes for further success.

Very truly yours,

Kenneth Willey
Juvenile Probation Officer
Geary County Kansas

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ALRDL-H

17 September 1970

SUBJECT: Letter of Appreciation

Miss Greta Higgins
601 West Vine
Junction City, Kansas 66441

I wish to express to you my sincere appreciation for the cooperation and assistance rendered the Housing Division. You are to be commended for your interest and enthusiasm in learning the duties assigned to you.

On behalf of the Housing Division personnel, our best wishes go with you as you continue your education.

Sincerely,

S. S. WASHBURN, JR.
Housing Manager

Copy furnished:
Junction City Junior High School
Mr. Joe Sarthory, NYCSPP, K-State

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PNCK-CTPA 14 August 1970

SUBJECT: Letter of Commendation

Miss Greta Higgins
601 W. Vine Street
Junction City, Kansas 66441

1. On behalf of the Chief, Personnel and Administrative Services Division, I wish to present you with this letter of commendation in recognition of your outstanding performance during your two weeks in this Division's Records Section.

2. Your performance exceeded expectations and was accomplished with an absolute minimum of supervision. Your group, the "A Pluses," has proven that young people can be relied upon to accomplish a given task. Additionally, there was recognizable leadership which will be an invaluable asset in your future endeavors.

3. I would like to express my sincere appreciation for the service that you have rendered this division and the US Army Correctional Training Facility. Thank you for a job done exceedingly well.

JUNE M. FOX
CPT, AGC
Deputy Chief, Pers &
Admin Svcs Div

Copy Furnished:
Mr. Willard Dempsey,
NYC Pilot Project
Dir, Kans State Univ

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PMGK-CTPA 14 August 1970

SUBJECT: Letter of Commendation

Miss April Davis
709 W. 9th Street
Junction City, Kansas 66441

1. On behalf of the Chief, Personnel and Administrative Services Division, I wish to present you with this letter of commendation in recognition of your outstanding performance during your two weeks in this Division's Records Section.

2. Your performance exceeded expectations and was accomplished with an absolute minimum of supervision. Your group, the "A Pluses," has proven that young people can be relied upon to accomplish a given task. Additionally, there was recognizable leadership which will be an invaluable asset in your future endeavors.

3. I would like to express my sincere appreciation for the service that you have rendered this Division and the U. S. Army Correctional Training Facility. Thank you for a job done exceedingly well.

JUNE M. FOY
CPT, AGC
Deputy Chief, Pers &
Admin Svcs Div

Copy Furnished:
Mr. Willard Dempsey,
NYC Pilot Proj Dir
Kansas State Univ

FILMED FROM BEST AVAILABLE COPY

PMGK-CTPA 14 August 1970

SUBJECT: Letter of Commendation

Miss Sharon Richardson
1024 W. 14th Street
Junction City, Kansas 66441

1. On behalf of the Chief, Personnel and Administrative Services Division, I wish to present you with this letter of commendation in recognition of your outstanding performance during your two weeks in this Division's Records Section.

2. Your performance exceeded expectations and was accomplished with an absolute minimum of supervision. Your group, the "A Pluses," has proven that young people can be relied upon to accomplish a given task. Additionally, there was recognizable leadership which will be an invaluable asset in your future endeavors.

3. I would like to express my sincere appreciation for the service that you have rendered this Division and the U. S. Army Correctional Training Facility. Thank you for a job done exceedingly well.

JUNE M. FOY
CPT, ACC
Deputy Chief, Pers &
Admin Svcs Div

Copy Furnished:
Mr. Willard Dempsey,
NYC Pilot Proj Dir
Kansas State Univ

FILMED FROM BEST AVAILABLE COPY

PMGK-CTPA 14 August 1970

SUBJECT: Letter of Commendation

Miss Wanda Oakes
228 E. 11th Street
Junction City, Kansas 66441

1. On behalf of the Chief, Personnel and Administrative Services Division, I wish to present you with this letter of commendation in recognition of your outstanding performance during your two weeks in this Division's Records Section.

2. Your performance exceeded expectations and was accomplished with an absolute minimum of supervision. Your group, the "A Pluses," has proven that young people can be relied upon to accomplish a given task. Additionally, there was recognizable leadership which will be an invaluable asset in your future endeavors.

3. I would like to express my sincere appreciation for the service that you have rendered this Division and the U. S. Army Correctional Training Facility. Thank you for a job done exceedingly well.

JUNE H. FOY
CPT, AGC
Deputy Chief, Pers &
Admin Svcs Div

Copy Furnished:
Mr. Willard Dempsey,
NYC Pilot Proj Dir,
Kansas State Univ

FILMED FROM BEST AVAILABLE COPY

11 August 1970

To Walter Day:

Upon your departure from Services Division, I would like to commend you for a job well done.

You showed great enthusiasm for the many types of work that had to be done.

You were conscientious and a hard worker. You never once complained about something that you didn't especially want to do.

Thanks again for a job well done.

Tom Riffel

TOM RIFFEL
PBO
SERVICES DIVISION

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DEPARTMENT OF THE ARMY
HEADQUARTERS 1ST INFANTRY DIVISION (MECH) AND FORT RILEY
FORT RILEY, KANSAS 66442

ALRDL-V

13 August 1970

Miss Velma Vinson
1525 North Jackson
Junction City, Kansas 66441

Dear Miss Velma Vinson:

It is my pleasure to take this opportunity to extend my sincere appreciation for the clerical assistance you have provided the Services Division organization from 25 June 1970 to 13 August 1970. You have been an asset to the organization through your willingness to cooperate, conscientiousness in work assignments and pleasing personality which has enhanced the entire office atmosphere.

My sincere and best wishes to you in continuance of your education and future employment.

Sincerely yours,

GEORGE W. SELLENS
Chief, Services Division

FILMED FROM BEST AVAILABLE COPY

ALRFE-AD 13 August 1970

SUBJECT: Letter of Commendation

Miss Mary Webb
123 West 9th
Junction City, Kansas 66441

1. I wish to take this opportunity to commend you for the fine job you have done in the Administrative Section, Directorate of Facilities Engineering, as part of the Neighborhood Youth Corps Summer Pilot Project.

2. I am sure this was the first time you have had the opportunity to actually perform office type work and learn the procedures of a military organization. Although inexperienced, you displayed a willingness to learn new things and in the process was very helpful in the Administrative Section. The tasks assigned to you may have seemed insignificant at the time but in an organization such as this every little bit helps. The interest and pride you took in the duties you performed are a credit to you and the Corps. This attitude will be of benefit to you in future jobs you hold.

3. It has been a pleasure for me to supervise someone like you who is willing to learn and wants to do a job right. I hope the experience you gained while working here will be of benefit to you later on.

4. During this period, I am sure you have made many friends among fellow employees with your pleasant personality and willingness to cooperate.

5. I wish you the very best of luck in whatever you do in the future and know you have been a credit to the Neighborhood Youth Corps Project.

6. A copy of this letter will be furnished the Junction City Senior High School for inclusion in your personnel file.

Janice C. Proctor

JANICE C. PROCTOR
Chief, Administrative Section

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APPENDIX E

NEWSPAPER ARTICLES AND ENROLLEE NEWSLETTER

Junction City high school youths work in Neighborhood Youth Corps project

Special To The Mercury

JUNCTION CITY — Seventy-one Junction City high school youth currently are spending nine weeks in a Neighborhood Youth Corps project that involves summer employment, educational and social enrichment, and familiarization with job opportunities and the world of work.

The pilot project is operating through a $131,000 grant to the Kansas State University College of Education's administration and foundations department and is funded by the Department of Labor under provisions of the Manpower Development and Training Act.

The experimental program is coordinated by a steering committee composed of educational counselors, teachers, psychologists, and community leaders, with Dr. Joseph Sarthory, an associate professor of education, as chairman. Willard F. Dempsey of Junction City is the project director.

The young people spent two weeks on the KSU campus earlier this summer where, along with their teachers and supervisors, they went through a program of orientation and "sensitivity" training. Since then they have been divided into six teams to work at nonprofit institutions, such as hospitals, and for governmental agencies, such as the city of Junction City and Fort Riley.

Each team is headed by two teachers from the Junction City school system, and each has a college - age youth—most of them from backrounds similar to those of the enrollees—to assist.

SHARING A JOKE in the laboratory of St. Mary Hospital are Willie Cunningham, seated, and Conrad Nightingale, Kansas State University's famed middle distance runner and steeple chaser, worked full time in the lab this summer and will be a senior in K-State's College of Veterinary Medicine this fall. Cunningham has found a fascinating new world through his use of the microscope.

stance, considered where sand comes from, what its properties are, and what its usefulness is.

The experimental program was set up within the Junction City school district because of its large number of students who come from low income homes. Individuals selected for the project had to be at least 14 years of age; still in school but experiencing academic difficulties as evidenced by grades or poor attendance; and come from families which meet income criteria established by the Department of Labor. In all cases parents had to approve of the student's participation.

"The thing we're striving for most is changes in attitudes and behavior," says Jim Merklinger, who along with Pat Moser heads the team of seven young-

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sters working at St. Mary Hospital in Manhattan. Both Merklinger, a Fort Riley Junior High English teacher, and Miss Moser, a Junction City High School English teacher, see changes in the youngsters—and changes for the better.

"One girl was a loner. Here she's found some friends and has become enthusiastic about what she's doing because she can see she is needed and is making a worthwhile contribution."

"Another youth has been such good help that he has been offered a regular, full time job for next summer."

Girls on another team worked two days at the Junction City police department filing police records and, in the process, learned quite a bit about the workings of a police department as well.

"One policeman, whom they all seemed to know, showed them the 'tank', the security cells, and the women's cells. And the youngsters talked with a prisoner and a parolee."

Merklinger and Miss Moser say that one of the finest things that has happened at St. Mary Hospital was instruction on how to apply for a job which Judy Gerdis, director of personnel, gave the students.

"She let each youngster fill out an application blank and then discussed the things she looked for when hiring an employee."

"It's hard to change attitudes and behavior in one seven-week period," Merklinger says, "but one of the things we're trying to teach is responsibility. For some of these youngsters just being somewhere on time is a big step forward. One boy had a reputation for being tardy almost every school day—but this summer he hasn't missed a day and he's always on time."

And youngsters may learn from mistakes, too.

"One girl was asked not to to come back. She was curt to older people, used profanity, and frequently was absent from her post without telling anyone where she was going or when she would be back. Losing this opportunity could be an important lesson for this young lady —just to know that certain things are expected of an employee."

Although the program is planned to help the youngsters, its impact may be more profound on the Junction City teachers who are involved.

"I don't see how this can help from making me a better teacher because I'm a lot more aware of a student's problems. I really didn't know these kids. I've found out that for some of them school is the happiest part of their lives," commented one teacher.

Another project teacher, trying to do remedial work in English and math, has had to blend his instruction in with the situation. Pay day, for example, became an opportunity to discuss what checks were; how one opened an account at the bank and deposited money; what a savings account was; what Social Security taxes, federal withholding, and state withholding taxes are, and how they are figured.

"This is a new (to me) and exciting way to teach—the situation approach," he said.

With about two-thirds of the students black and the remainder white, both students and teachers have learned a lot about "sensitivity" and relating to others from different backgrounds.

"I've learned that when a black student calls me a name it may not necessarily be because he doesn't like me. H may just be reacting because I'm white," one teacher said. "He may not even know why he does it himself. You can't always take what students say at a face value. One youngster who cusses me all the time likes me, I know, because he's always hanging around. . ."

Although the program will conclude in August, there will be a follow-up study to identify the parts of the program which were most successful. This will involve detailed interviews and surveys with participants and their teachers by two KSU doctoral students during the coming school year, in addition to follow-up studies of students' grades, attendance, and behavior patterns. The doctoral candidates eventually will write a report on their findings.

"Any success realized by the project will be the result of a commitment on the part of all concerned to make it work," concluded Dr. Sarthory. "We owe a debt of gratitude to employers and the Junction City school district for their cooperation. I feel particularly indebted to Bill Dempsey, the project director, whose administrative ability has relieved me of a lot of the pressure of directing such a complex operation."

To achieve these goals, the students work five hours a day on the job—as hospital and library aides, cafeteria workers, warehouse assistants, clerical workers and spend the remainder of their day in activities designed to increase their social awareness or enrich their educational background. Enrollees are engaged 40 hours a week and earn the minimum wage of $1.45 an hour for their efforts.

While at K-State, the youngsters took a day off to visit the State Capitol and the State Historical Museum at Topeka, and since then smaller groups have visited the Eisenhower Museum and home, visited zoos and museums, attended a jury trial, toured business establishments and educational institutions, and even gone swimming as a group project. In each of these experiences the teachers explored the educational aspects of the situation. The swimmers, for in-

"The counselors, teachers, and assistants are there to 'help set the stage' to provide an atmosphere in which youngsters can develop an awareness of the need for improving basic communication and computation skills, and to link this awareness to the school's educational programs and the student's future," explains Dr. Sarthory.

"What we would like to do," he continues, "is to reduce the alienation from school which many of these youth feel. We hope that through this program, students will develop new interests, increased educational and occupational aspirations, as well as an awareness of the skills needed for success in the world of work."

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New City Dog Pound Being Built by NYC

THIS WILL BE A NEW CITY DOG POUND — A new structure on the city waterworks property on North Washington street will provide new and more suitable housing for dogs when complete. It is being built by a group of youths, under adult supervision, as part of the federal NYC program. In the picture at the left is one of the teacher-supervisors, Victor Osborn, a science teacher in the Junior High school, and two workers, Don Latimer and Dennis Armstead. The pound will have 13 concrete block compartments for dogs, built on a slanting floor which may be washed down with a water hose for cleanliness. The posts are for fencing material for each compartment area as well as the interior runway and outside enclosure. The dog compartments will be of the size and height of the concrete blocks at the right, with a roof over the compartment. The area above will be open to the air but fenced, with a roof over the entire building. A corner of the dog pound, an old building, is at the left.

A group of youths participating in a federally-anced Neighborhood Youth orps program conducted rough Kansas State university, Manhattan, have work well nderway on a new dog pound r the city of Junction City.

The pound is located on city waterworks property on North Washington street, adjacent to e present dog pound, located an old building.

The new pound was designed by four of the youths, Danny White, Dave Smith, DeWayne ong and Ken Waner, according Mrs. Jane Laman, a Junior High school English teacher here who is serving as one of e supervisors, along with ictor Osborn, also on the unior High staff as a seventh grade science teacher.

Each of the cement block compartments will be about three feet high, with a roof, for shelter for the dogs, with a further outside area for each enclosure. The building will have fencing for the enclosures, as well as for a runway at the center and the outside enclosure. It will be fenced and open above the compartment level for ventilation, but with a roof over the structure for protection from weather.

The young persons and the adult supervisors are doing all of the work. One of the workers, Dennis Armstead, has been working on laying of the cinder block walls and was credited with doing a good job as a mason on his first attempt.

The city of Junction City is providing the materials. The city has realized for several years that a new dog pound should be built, replacing the present inadequate facility.

Joe Roller, assistant city engineer, has provided engineering assistance for the project, and Police Sgt. Gerald Haley, city dog catcher, also has been advising on the project.

The building will be 20 by 32 feet in size. It will have 13 compartments for dogs, which would be considered sufficient to house about twice that many dogs when it's possible to double them up.

The regular crew has about eight or nine workers, but some of them had part of the day off Thursday to attend the sidewalk bazaar. They will make up the time by working Saturday morning. They are supposed to work five days a week, eight-hour days, except for some periods of instruction

and recreation included in the NYC program.

The program will end Aug. 14, and Mrs. Laman said they hope to finish the building by then, although this may not be time enough.

Among others working on the project are Brenda and Ernest Green, Matthew and Linda Edmonson, Reggie Gilbert, DeWayne Long, Pat Davis, David Smith and Willie Cunningham.

They are paid $1.45 an hour for their work.

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NUMERO UNO

Volume I, Edition 1 NYCSPP, JUNCTION CITY, KANSAS July 22, 1970

GET AWAY WITH RAY

Team A took a trip to Topeka. The group visited the state capitol and Swope Park Zoo. The Baboon stole Larry Tarver's keys. His eyes popped out, his mouth dropped open. "Oh no, there goes twenty - five dollars down the drain." The keeper got his keys, he said if he swings it one more time he was to take his keys and choke him with the string on the ring.

Ray Oates

"Tacos for me, Tacos for you, Mexicans live under the American Flag too."

For your eating pleasure this week try the following menu:

Ensalada de Guacamoles (Guacamole Salad)
Enchiladas
Frijoles Refrito Con Arroz (Refried Beans with Rice)
Tortillas
Cerveza
Chile
A-E-I-O-U El burro sabe Mas que tu

Richard Castillo

TAKING CARE OF FEET AND LEGS

To have really clean feet, first you must start by soaking them in warn water and Epsom Salt. Next, you dry them off thoroughly with a dry towel. Apply a good lotion and foot spray. A manicure comes next. First, use a cuticle remover, and preferably a light coat of nail polish. If your toe nails are too long it sometimes results in torn stockings. Your legs also need an extra amount of care. If you have very hairy legs I would recommend neet or nair to remove unwanted hair. Hair grows back fast on your legs so use it as often as you need. A splendid lotion now on the market is So Soft. Hose make your legs look nice so I would buy them to match my legs not because they were on sale.

Wandaful Wanda

* *

TEAM A

Case.-.-.-.-.-.-.-.-.-.Rhyne.-.-.-.-.-.-.-.-.-.-.Hector
Richard Castillo, April Davis, Don Edwards, Kenny Ford, Greta Higgins, James Johnson, Bruce Muse, Ray Oates, Wanda Oates, Sharon Richardson, Shirley Smith, and Larry Tarver.

THE POOR FOUR

Personal interviews by.....
April Davis

James Johnson --I feel poor because of no down payments. I I don't get some money the 3rd of August I'm going to quit.

Greta Higgins --I don't like it but there's absolutely nothing I can do about it.

Ray Oates --I'm really mad, and if I don't get my money by the third--so I say get on the ball for money honey
----------Pay Ray----------

April Davis --This idea of no money just ain't getting it so until it comes I'll just say "Someday we'll be together."

***

DRESS BETTA WITH GRETA

The fashions of today are semi-minis and maxis. Mini skirts are going out of style.The main styles of 1970's are bold with maxi clothes dress, and skirts, or long straight hair, short, short haircuts or the real short curly hair. Big round dangly earrings are mode today. The nylons of today are different colors with big shoes or design on them. Their outfits have the vest-skirt match. Then they have blouses and skirts with hose to match. The colors for this coming fall are really going to be wild. Purples with red; orange with green and psychedelic colors. The shoes are made with real leather and patent leather with two-inch heels strapless, some of them have a heel out, others have the toe out.

Greta Higgins

D E A R A F R O A N N I E

I have a problem. It's my boyfriend. He's a punk. He has to have everything to go his way and if it doesn't he gets the jaws at me and he wants to quit me but I talk him out of it. Am I wrong to talk him out of this.

AD from JC

Dear AD from JC, I'm telling you girl, you're a fool cause me, myself I would have done told him to get the heck out of here because me, myself I'm no fool, and I hope you're not.

****

My problem is my hair. I have an Afro and it does not do right. I wash it once every three weeks and it does right for about a week then it stops doing right. What should I do?

WO in JC

Dear WO in JC, No wonder it doesn't do right. What do you think your head of hair is, a regular do it yourself hair washer? You should wash it every day, if not then every week.

Shirley Smith

S C A D S O F A D S

We have for sale a 1969 Boltswagon, Dead Blue with open cams. Wide oval teeth with clothes hangers and cussomatic shift. Two owners -- Miss Rhyne and the man who sold it to her. Price $150. (For sale after the NYC Project.)

Larry Tarver

F L A S H

Miss Rhyne has lost eight pounds in one week, while Mr. Verl Case is losing hair rapidly.....and..... Bob Hector will get a car better than the Rancho when he gets paid, IF HE GETS PAID.

Larry Tarver

THE RISING PULSE

When the nurse takes the patients pulse the pulse is high it breaks the wristwatch.

When you take a patient's blood pressure the blood goes to the head and the pressure at the feet and all you get is air for the blood pressure.

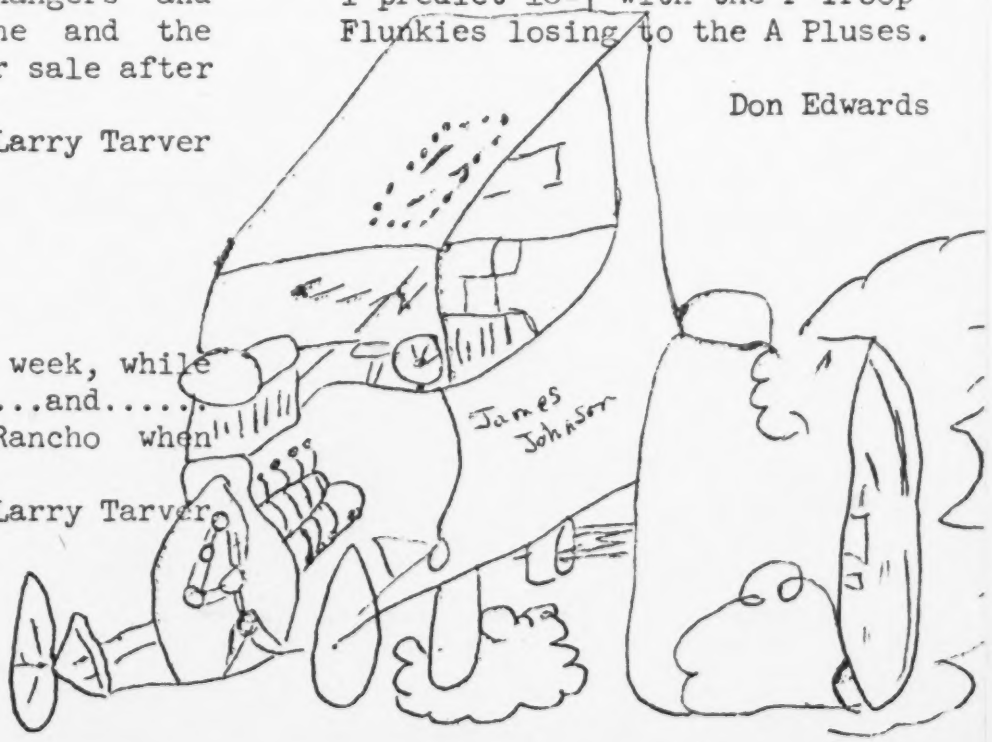
(Can you figure out this riddle? if so you're the grand winner of Whats Its Contest.)

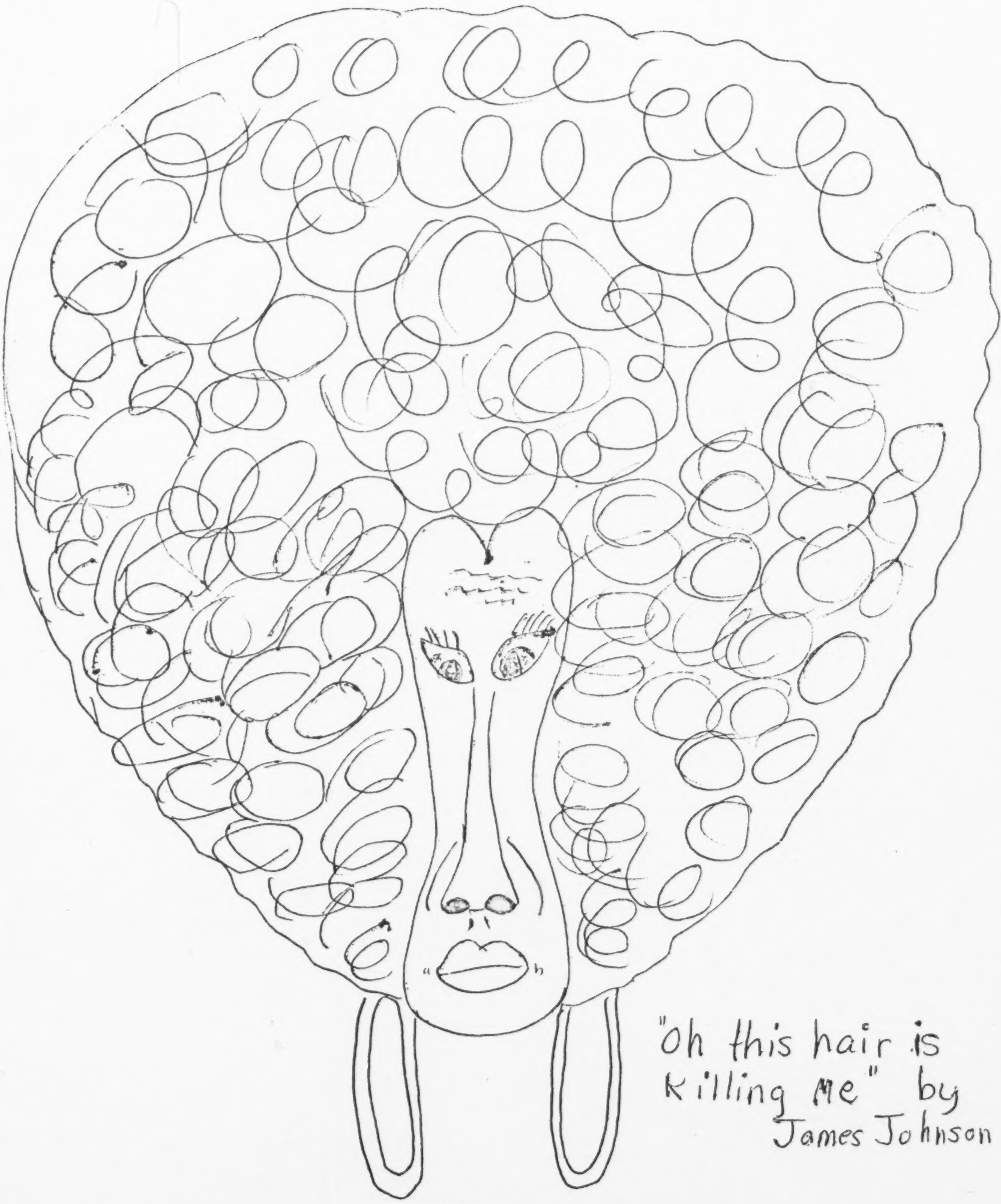
Sharon Richardson

JOCKING IT WITH DON
Sports at its Best

The A Pluses skinned the Kool Kats 17-4 at the Fifth Street Softball Park. This event took place on Wednesday 15, 1970. Our next game will be next week. I predict 18-7 with the F Troop Flunkies losing to the A Pluses.

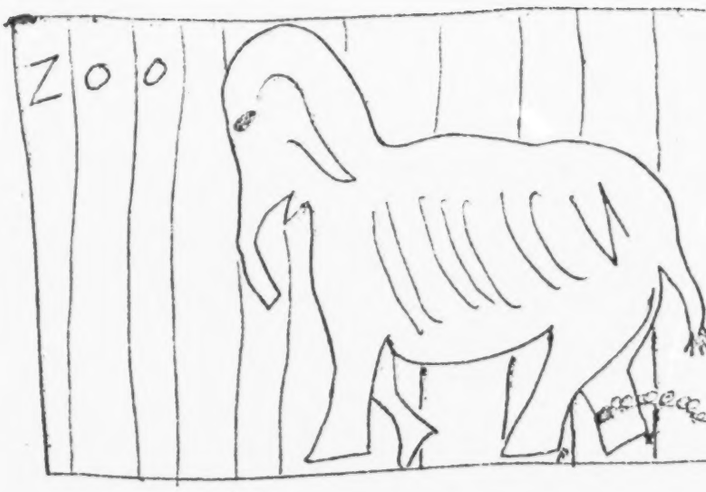
Don Edwards





"oh this hair is killing me" by James Johnson

Places We've Visited



El Numero Uno

Volume I, Edition 2 NYCSPP, JUNCTION CITY, KANSAS August 6, 1970

"A" PLUSES

Of all of the groups in the NYC Program I most certainly believe that the "A" Pluses are the best group of all. You may think I'm saying that because I'm in that group--as a matter of fact I am. But now, I want you to listen to reason!

Our group has gone many places together and we have been together in almost everything we do or say. So, now I'll tell you. We have played against, with and most of all watched other groups and their actions. We have found that they not only fight against others, but with people among their own group, so you see. I could go on and on about this, but I'll just end it right here. Saying, knowing and trying to tell you that the best group in the NYCSPP would be the "A" Pluse group (as a whole)!

The members of this group are: Richard Castillo, April Davis, Don Edwards, Kenny Ford, Greta Higgins, James Johnson, Bruce Muse, Ray Oates, Wanda Oates, Sharon Richardson, Shirley Smith, and Larry Tarver.

Last, but not least, Verl Case, Janie Rhyne, the teachers; and, Bob Hector, role model.

April Davis

NYC IMPROVED

I think if this program goes through next year there should be some rules layed out because no one will listen if you say, "let the kids do what they want." That's not going to "get it". So if this program works for next summer be sure some rules are made.

Greta Higgins

SPORTS MONITOR

Today, the 4th day of August, the "A" Pluses are going to play the no names. Well since the day has gone pretty bad I guess that means that our team, The "A" Pluses are going to beat the nobodies, oops--no names. We will try our best not to make them look so bad.

Reminder

This is a prediction, and we will win. (If they don't cheat us.)

April Davis

JOB GOOD-PAY POOR

My job is okay, but the people with the money better come out of their bags. They tell us that we will get our money on the 6th, 10th, 15th, 20th, 31st, and the 3rd comes and we still have no money.

Ray Oates

Adios

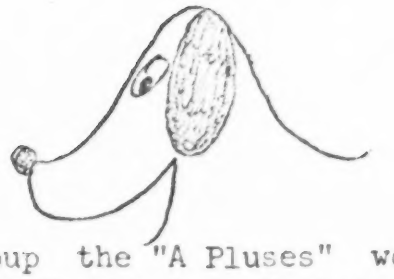
To Klorox,

Here Klorox is in college and does not know how to figure this rhyme out. So, readers see if you can help him out.

A-E-I-O-U El burro sabe mas que tu.

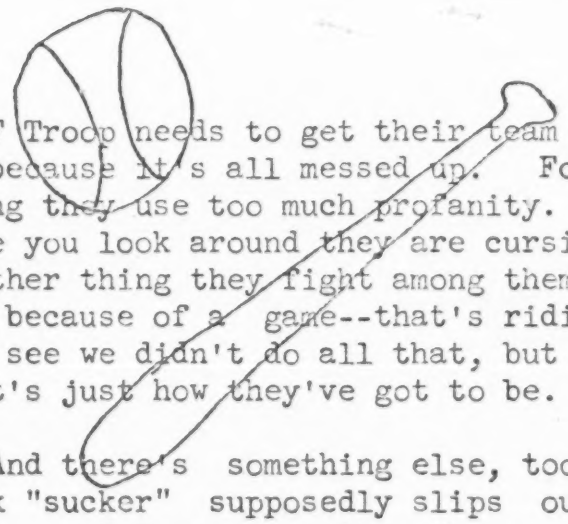
(Note to Klorox, A-E-I-O-U has nothing to do with Adios.)

Richard Castillo



Our group the "A Pluses" went to the Vet. Animal Hospital in Manhattan. We saw the dogs first and where they operate on them, and saw how you put them to sleep. Then we went to the horses. One horse was in the hospital because he jumped over a fence and a steel pipe stuck in his side about a foot. One was in there because he ate too much. We saw where they keep the cats and dogs. Then they operated on a cow to take out a wart. Also they took some blood out of the cow's neck.

Sharon Richardson



F Troop needs to get their team together because it's all messed up. For one thing they use too much profanity. Everytime you look around they are cursing. For another thing they fight among themselves. All because of a game--that's ridiculous. You see we didn't do all that, but I guess that's just how they've got to be.

And there's something else, too. That work "sucker" supposedly slips out too much, and I mean really, they say it's a habit, but I myself think that kind of a habit could be broken if they wanted to, so they must not want to.

Shirley Smith

This is about F Troop during the ballgame. A Team should have won, but due to unfairness, A Team lost. F Troop had a lead of 3 points when 2 runners were on base and Kenny Ford was up to bat. He hit a home run and tied up the score. The F Troop was up to bat and this is when it happened that they did not let their girls bat, plus all their arguments, so we quit.

Kenny Ford

MY OPINION OF THE NYC

Well, I was told to say what I feel about the program. I really feel as though this a good chance for those of us in the program, and the reason I feel this way is because of many reasons. I'll use myself and my jobs as examples

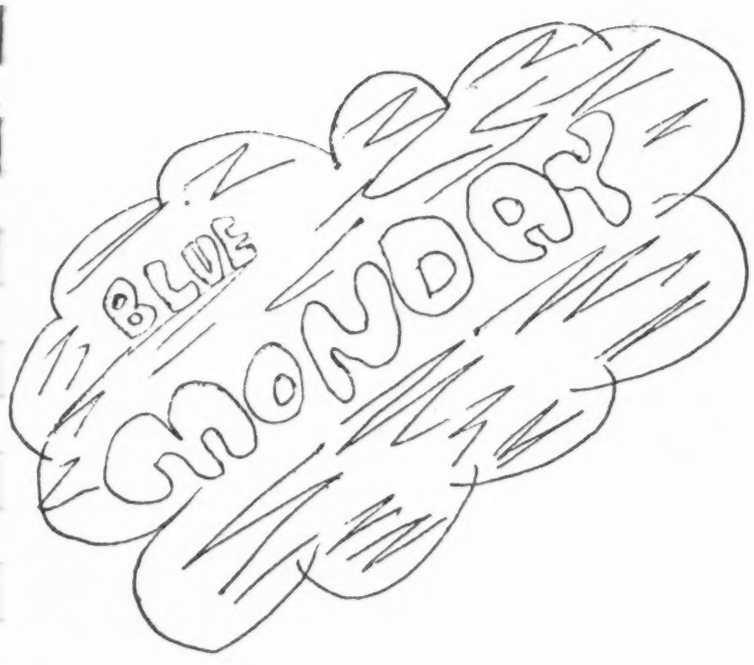
When I had received my first job, I thought to myself, "these people here just won't let us be responsible for ourselves," and it really hurt, but then one day our boss came over and we, the girls, got to talking about how we wanted to be responsible for our actions so he said he would try it for about the first hour. We did absolutely nothing except for talk and tell stories. Then I thought and asked the other girls, "look we now have a big job, lets get to it." They agreed. We went back to work. No sooner than we had started, we stopped and started talking again. Then we all quit working and we must have all thought the same thing because we were quiet then finally we started working again. The way I figure, we must have thought that we really do need somebody pushing behind us at all times.

After that we were steadily on the go with our job. I must admit we did stop and talk now and then, but I did more work than I must have ever done in my whole life. And I feel as though it was because I felt that since I was on my own I had better act like I wanted to stay on my own and be very dependable.

Another one of my jobs was really great except for the fact that it wasn't any challenge. I did have a challenge meeting people, which made me sort of mad because if I meet people I want to get to know them better or else not meet them at all. Now I have a job that I enjoy except for sometimes it gets boring. And when anyone gets bored, it must be a pretty bad day.

April Davis

— BYE —



This Program is a Flop..... because some people have not gotten a check since the program started and if we don't get our check by the 5th of August someone's going to hear a thing or two from one of the Poor Four.

If they have this program again next summer I'm not going to join. I feel like I'm working so other people can get their money and not me.

Greta Higgins

(Greta finally received a (a) check on the 5th of August. Greta has missed only one day during the entire program. She will admit, however, that she was partly to blame for the delay of her social security number.)

From Team A to all NYC members ------ We hope you enjoyed the summer as much as we did. SEE YOU AROUND IN SCHOOL.

F O O D F L A S H

Mr. Hartup is going to go broke one o these days because he keeps on eating a Kentucky Fried Chicken and that is a hig priced place.

P.S. Try not to eat there---eat at Pete Pan.

Richard Castill

D I E T F L A S H

Mr. Case goes on a diet only on week days. He did not lose any weight thi week, but???!!! gained four pounds ove the week end. So will someone or eve his wife give him some Metrecal.

Richard Castill

F U N A N D F O O D

The "A" Pluses will have a swimmin party Wednesday from 7:00 to 9:00 p. m Team members will furnish the food for picnic after the swim.

(We had the party--it was a blast, an the food was delicious--baked ham, bake beans, hotdogs, potato salad, potat chips, corn chips, watermelon, cake cookies, pudding, pop, cucumbers, and... music, music, music, music, music, music

Don Edward

M O V I E M A K E R S

On Wednesday, July 29, we were put o video tape. We played blindmans bluff Dale said for us to have responsibility which to some people means revenge. Bu we were trying to get people to trust on another.

Don Edward

APPENDIX F

VARIOUS CORRESPONDENCE, FORMS UTILIZED IN THE PROJECT

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

NEIGHBORHOOD YOUTH CORPS

S U M M E R P I L O T P R O J E C T

Dear Role Model:

The Project Coordinator, Dr. Joseph Sarthory, has asked me to welcome you as a member of the Summer Pilot Project.

This Project is funded by the U. S. Department of Labor and by Kansas State University. The College of Education, Kansas State University, is the sponsoring agency. As such, you are a direct representative of Kansas State University. We sincerely hope that you recognize the importance of the position you occupy. So much depends on how well you perform and how successful you are in providing a meaningful communications link between teachers and students.

This is a position of great trust and responsibility that requires depth of human understanding, patience, tact, and resourcefulness on your part.

The Project is to commence on June 8, 1970. The initial orientation session is scheduled at 1:00 p.m.

At this time you will be given detailed information and ideas that should help you in fulfilling your commitment to the project. As you already know, a part of the project's objective is to provide meaningful communication between Teachers, Counselors, Students, and Committee members. Hopefully this will allow participants to form a new point of view that will provide for change. As a facilitator you are asked to enter this project with an open mind. This is the single, most important element of the entire project.

The Committee, Dr. Sarthory, and I look forward to working with you.

Sincerely,

Willard F. Dempsey,
Project Director

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

NEIGHBORHOOD YOUTH CORPS

S U M M E R P I L O T P R O J E C T

June 26, 1970

Dear Parents:

Due to circumstances beyond our control, the project committee has decided to terminate the Kansas State University Phase of the Nieghborhood Youth Corps summer pilot project.

The project will continue until August 14, 1970. Enrollees in the project will be informed of daily pick-up points in Junction City for transportation to their work exploration sites. They will be returned to these same points daily at a time determined by the teachers.

We recognize that this is an inconvenience but the interests of the enrollees and the successful continuation of the project are foremost in our minds. We are looking forward to a successful Junction City phase. Thank you for your past cooperation and kindness.

Sincerely,

Willard F. Dempsey, Jr.,
Project Director

WFD/sa

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON-HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

June 29, 1970

To Parents of

The Staff of the N.Y.C. Summer Pilot Project regretfully informs you that your child has been dismissed from the Project for violation of the Standards of Conduct in the dorm.

Due to dismissal, his paycheck will consist of only those days of active participation in the project.

Thank you for your cooperation!

Sincerely,

Willard F. Dempsey

WFD/sa

Dear Mr. and Mrs.

The United States Department of Labor is in the process of authorizing an educational improvement program this summer in the Junction City area.

Your son/daughter has expressed an interest in participating in this program. We solicit your support.

Current plans call for spending approximately three (3) weeks in a dmoritory at Kansas State University, where your son/daughter will be able to participate in cultural, educational, social and recreational events.

During the remainder of the summer they will participate in work exploration, community development projects, and remedial education in small groups under the guidance of a teacher.

The program runs from June 15 to August 14 and the participating students will be paid at the rate of $1.45 an hour.

If you approve, sign the attached form. You will be contacted by a representative of the program who will answer any questions you may have.

Sincerely,

Keith Hanna

Keith Hanna
Co-ordinator

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

NEIGHBORHOOD YOUTH CORPS

S U M M E R P I L O T P R O J E C T

June 9, 1970

Dear Enrollee:

We are pleased to inform you that you have been selected as an enrollee in the Neighborhood Youth Corps Summer Pilot Project sponsored by Kansas State University, College of Education.

Dr. Joseph Sarthory, the Project Coordinator has asked me to welcome you as a member of "Summer Pilot".

The U. S. Department of Labor has established your pay as $1.45 per hour. You are being paid for participation in the project. You will be paid every two weeks, for the number of days (Monday - Friday) that you participate.

We believe that we have an interesting and enjoyable experience planned for you. You will join a team of fellow enrollees, college students, high school teachers and counselors. The teams will be together in most activities. The activities include: work experience, educational help, counseling, college living experience, sports, and social activities.

The project starts June 15, 1970 and ends August 14, 1970. The first part of the project will be a three week stay in a Kansas State University dormitory. The dormitory and all meals are provided at no cost to you.

All this may sound very good and you are probably wondering where the "hitch" is. Well, here it is.

All we are asking is that you arrive with an open mind, ready to take-in the experiences we have to offer. We ask you to seek help from the members of your team as you feel you need assistance and to help others in your team.

You may ask "What are the rules?" Our answer is as few "made rules" as possible. We hope that you and your team members can make the rules you will follow. We also hope that these rules will permit you to enjoy a meaningful NYC experience in health and safety.

Just as you must do, we also have rules we must follow because they are for the benefit of the larger group. As an example, the University dormitory "house rules" must be honored the same way you would respect the rules of good conduct in a friends house to which you have been invited. The Department of Labor has set up some rules along the same lines. Your teams will talk-these over and you will become familiar with them.

Unfortunately, you will not receive your first check until July 6, 1970, for your first two weeks. Our only advice is to save up some spending money as best you can until this time. Perhaps you can ask your parents for a small loan until your check arrives.

Plan to bring clothing suitable for a variety of work and social experiences. You will need gym sneakers, gym clothing, swim suits, and clothing suitable for work, fun, and social meeting with your teams. There is no need to go to any additional expenses because of the project. Wear what you think is proper for the occasion. You can go home every week-end if you so desire.

We are looking forward to meeting you and spending the summer together. Hopefully, we can each learn something of real value.

We plan to meet at Junction City High School on June 15, 1970 at 08:30 a.m. From here you will be taken to Kansas State University where you will have time to get settled in your room and then attend our first meeting. Please be on time so others won't have to wait. Before you get on the bus contact any of the Kansas State University personnel and they will check you off our list and inform you what team you will be in.

Sincerely,

Willard F. Dempsey

Willard F. Dempsey,
Project Director

WFD:sa

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

NEIGHBORHOOD YOUTH CORPS

S U M M E R P I L O T P R O J E C T

June 9, 1970

Dear Employer:

The project Coordinator, Dr. Sarthory, has asked me to provide you with basic information regarding the project and to express our appreciation for your cooperation.

The Project is funded by the U. S. Department of Labor and by Kansas State University. The College of Education is the sponsoring agency.

The Project is a program designed to provide occupational exploration experience and remedial education tied directly to this experience. Enrollees must be 14 years old or older and come from a low income family (criteria is established by U. S. Department of Labor).

The Project is an experiment in developing new techniques of assisting youth who need help. The experimental nature of the project requires a flexible structure. The basic vehicle to provide this structure is the team concept. Teams have been organized consisting of two teachers, one college student (role model), and 12 - 13 enrollees.

The design of the project is to permit the team (or half a team) to work as a unit in various non-profit agencies. Teachers and role models will remain with the team and provide remedial education during and/or after the work experience as deemed appropriate. The agency receives job assistance at no cost. In return the team receives a valid work experience that can be directly related to education.

Past experience with numerous work-study programs and vocational exploration programs has proved of limited value. For the most part the problem of dropping out of school has been dealt with by dealing directly with the young men and women involved.

As seen by the committee the problem involves more than just the youth involved. The home, the school, the community, the prospective employer are all "causes" of the problem as well as the enrollees.

The project steering committee has requested that you, as a prospective employer, become involved by cooperating with those responsible for the project and by providing a meaningful occupational expereince that can be related to the need for education. We are, in short, asking you to open up your hearts as well as your place of employment.

Sincerely,

William F. Dempsey

Willard F. Dempsey,
Project Director

WFD/sa

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Dear Enrollees:

As the summer draws to a close, the staff of the N Y C project wishes to thank you for your participation and hopes that you have enjoyed and benefitted from the project. This summer's activities were for you and the enthusiasm and interest you have shown are greatly appreciated.

Hopefully you have learned something of the world of work and are now aware that school is related to the job. Perhaps this knowledge will motivate you to stay in school and go on to college or techinal school. Also, maybe you will now see school and teachers somewhat differently than you have in the past.

We hope you have a pleasant school year and that you will remember and find useful the things we did this summer. It is possible that a similar program might be carried on throughout the school year or at least next summer. This is not definite as yet but the possibility is good.

Sincerely,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 24, 1970

Dear Staff:

Time flies! The summer is almost over and the project we have lived with these past months is now terminated. In looking back one sees a great deal of stress, strain, conflict and frustration. But one also sees a great deal of love, understanding, personal growth and empathy.

When we came together in June it was with a great deal of trepidation and uncertainty. No one was quite sure what to expect and what we would be doing for the course of the summer. Perhaps we were all uncertain of our ability to deal with problems with which we had had little experience and for which there are precious few guidelines.

As the summer progressed however we became more secure and certain of ourselves as a certain structure and routine evolved. Things began to fall into place as most of the employment situations went well, some directions emerged in the remedial education component, and important issues were confronted and dealt with in individual and group counseling sessions. There were periods of relative calm and periods of great stress and perhaps this was to be expected in a project of this nature.

In retrospect, there is no doubt that a great deal of good has been accomplished even though our failures tend to stand out more vividly. We have introduced students to the world of work and in most cases they have done extremely well. We have successfully illustrated for the students the relationship between school and work and the value of education of job entry and security. Perhaps more importantly, students and we have learned how to relate better to those who are "different" and to understand how stereotypes and unrealistic expectations

preclude meaningful interaction. It is a certainty that most of the enrollees will return to school and will remain through graduation. For these things, we can take pride and satisfaction in our efforts.

Perhaps most importantly, each of us has grown personally this summer. No doubt we have more insights into ourselves and others and how our behavior affects others. Hopefully we are more sensitive to the reasons why people differ and more capable of accepting and respecting those differences. In the long run, the changes in each of us may be the most important result of the project since it is through new ways of relating that the problems with which we have coped this summer must ultimately be resolved.

Thank you sincerely for the commitment and effort you have put forth this summer. Any success we realize will be largely due to the high degree of responsibility and integrity you have displayed. It is our hope that you feel a high level of satisfaction with the knowledge that you have taken on a tough task and performed it well. That is all that can be asked of anyone. Hopefully our experiences this summer will allow us to better cope with similar situations and persons as we encounter them in our professional careers.

Best wishes and sincere thanks.

Regards,

J. Sarthory,
Project coordinaotr

Willard F. Dempsey,
Project Director

JS;gj

KSU KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
SUMMER PILOT PROJECT

4 July 1970

Dean Thomas Frith
Residence Hall Program Director
Pittman Building
Kansas State University

Dear Dean Frith,

The N Y C Project staff and enrollees wish to thank you for the cooperation and support you provided during the dormitory phase of the project.

I realize that at times you experienced unusual pressures and tensions due to the nature of the project, and your understanding at these times was truly appreciated. It is obvious that any success experienced by the project will be largely a function of the support of the University and staff members like yourself.

Again, thank you sincerely.

Regards,

Joseph A. Sarthory
Project Coordinator

JS/bc

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
SUMMER PILOT PROJECT

4 July 1970

Raydon H. Robel
Assistant Director
Dept. of Intramurals and Recreation
Ahearn Gymnasium
Kansas State University

Dear Mr. Robel,

The N Y C Project staff and enrollees wish to thank you for the cooperation and support you provided during the dormitory phase of the project.

I realize that at times you experienced unusual pressures and tensions due to the nature of the project, and your understanding at these times was truly appreciated. It is obvious that any success experienced by the project will be largely a function of the support of the University and staff members like yourself.

Again, thank you sincerely.

Regards,

Joseph A. Sarthory
Project Coordinator

Thanks, Raydon!

JS/bc

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

NYC
SUMMER PILOT PROJECT

4 July 1970

Case A. Bonebrake
Administrator, Physical Plant
2023 Hunting
Kansas State University

Dear Mr. Bonebrake,

The N Y C Project staff and enrollees wish to thank you for the cooperation and support you provided during the dormitory phase of the project.

I realize that at times you experienced unusual pressures and tensions due to the nature of the project, and your understanding at these times was truly appreciated. It is obvious that any success experienced by the project will be largely a function of the support of the University and staff members like yourself.

Again, thank you sincerely.

Regards,

Joseph A. Sarthory

Joseph A. Sarthory
Project Coordinator

JS/bc

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
SUMMER PILOT PROJECT

4 July 1970

Marilyn Watson
Kramer Food Center
Kansas State University

Dear Miss Watson,

The N Y C Project staff and enrollees wish to thank you for the cooperation and support you provided during the dormitory phase of the project.

I realize that at times you experienced unusual pressures and tensions due to the nature of the project, and your understanding at these times was truly appreciated. It is obvious that any success experienced by the project will be largely a function of the support of the University and staff members like yourself.

Again, thank you sincerely.

Regards,

Joseph A. Sarthory

Joseph A. Sarthory
Project Coordinator

JS/bc

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
SUMMER PILOT PROJECT

4 July 1970

Hilbert P. Jubelt
Director, Lafene Student Health Center
Kansas State University

Dear Dr. Jubelt,

The N Y C Project staff and enrollees wish to thank you for the cooperation and support you provided during the dormitory phase of the project.

I realize that at times you experienced unusual pressures and tensions due to the nature of the project, and your understanding at these times was truly appreciated. It is obvious that any success experienced by the project will be largely a function of the support of the University and staff members like yourself.

Again, thank you sincerely.

Regards,

Joseph A. Sarthory
Project Coordinator

JS/bc

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
SUMMER PILOT PROJECT

4 July 1970

Miss Carol Coon
Director, Goodnow Hall
Kansas State University

Dear Carol,

The N Y C Project staff and enrollees wish to thank you for the cooperation and support you provided during the dormitory phase of the project.

I realize that at times you experienced unusual pressures and tensions due to the nature of the project, and your understanding at these times was truly appreciated. It is obvious that any success experienced by the project will be largely a function of the support of the University and staff members like yourself.

Again, thank you sincerely.

Regards,

Joseph A. Sarthory

Joseph A. Sarthory
Project Coordinator

JS/bc

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Col. Jack Matteson
Chief of Staff
Fort Riley, Kansas

Dear Col. Matteson:

The staff and enrollees of the Neighborhood Youth Corps summer pilot project wish to thank you sincerely for your support of our efforts. Without your cooperation and your willingness to provide employment opportunities for disadvantaged youth, the project could never have gotten off the ground.

The results of the project are hard to calculate but there is no doubt that you have contributed greatly to the present and future welfare of a large number of youth who needed help. In that sense, your contribution to the "social health" of the Junction City - Manhattan - Fort Riley areas is incalculable.

Again, thank you sincerely for your help. As was noted above, the project would have been impossible without your efforts and your willingness to cooperate.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Mr. Harold Deever
Superintendent of School
Junction City Unified District 475
Box 370
Junction City, Kansas 66441

Dear Mr. Deever:

On the part of staff and enrollees, we would like to thank you for your support of this summer's Neighborhood Youth Corps pilot project. Your willingness to undertake this program and your desire to help disadvantaged students stay in school are to be commended.

The performance of your staff members who participated in the project was characterized by a high degree of dedication and commitment. The behavior of the enrollees was also exemplary - as evidenced by the fact that 66 of the initial 71 completed the program and that many employers would like to continue them as part time employees.

We sincerely hope that the project has been a credit to your district and that students, staff and community will benefit in numerous ways. Hopefully you will also be willing to support any future efforts of this type which might evolve.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6760

N Y C
Summer Pilot Project

August 20, 1970

Dean Samuel Keys
College of Education
Holton Hall
Campus

Dear Dean Keys:

The staff and enrollees of the N Y C Project would like to thank you for the support and encouragement you have given us this summer. Your providing us with space and equipment is appreciated as well as your willingness to "fight an occassional battle" with the university bureaucracy.

We feel that the project has been a credit to the college and university and will hopefully enhance the professional images of the College of Education.

Again, thank you sincerely.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Mrs. Lois Brunmeier
Administration & Foundations
Holton Hall
Campus

Dear Mrs. Brunmeier:

The staff and enrollees of the N Y C Project would like to thank you for the "extra miles" you've gone with us this summer. Although not affiliated with the project, you have helped in numerous ways and this is truly appreciated.

Sincerely,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Board of Education
Junction City Unified District 475
Box 370
Junction City, Kansas 66441

Dear Sirs and Madam:

The staff and enrollees of the Neighborhood Youth Corps summer project would like to thank you sincerely for your support of our efforts. We feel that a great deal of good has been done which should manifest itself in a reduced dropout rate, improved attendance, grades, and behavior on the part of the enrollees in the project, and on improved capability on the part of the high school to reach disadvantaged students.

The commitment and professionalism of your staff members who participated is to be commended. Also, the majority of your students who participated performed extremely well - perhaps above the expectations which were originally held for them. Many employers, for instance, have been extremely pleased with enrollees' performance and would like to employ them part time throughout the school year. Hopefully the students now see the relationship between school and the world of work and will be motivated to stay in school through graduation.

Again, thank you sincerely for your support. Perhaps you will be kind enough to support any future efforts of this kind which might evolve.

Sincerely,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Mr. Alvin Ferguson
906 Cedar Street
Junction City, Kansas 66441

Dear Mr. Ferguson:

The staff and enrollees of the Neighborhood Youth Corps summer project would like to thank you sincerely for your contributions to our efforts. Your input was particularly crucial since it was largely cognitive and resulted in a model which was very successful this summer and which hopefully will also reap long range benefits to the students, school district and community of Junction City.

It was good to know that you were available at any time either to pick your brain or to deal with the many crisis situations which arose. In spite of the many problems encountered this summer, we feel that the program was very successful and that the model we developed has wide application. Neither of these conditions could have prevailed without your help.

Again, thank you sincerely.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Dr. Herbert Kaiser
Associate Professor
College of Education
Holton Hall
Campus

Dear Dr. Kaiser:

The staff and enrollees of the Neighborhood Youth Corps summer project would like to thank you sincerely for your contributions to our efforts. Your input was particularly crucial since it was largely cognitive and resulted in a model which was very successful this summer and which hopefully will also reap long range benefits to the students, school district and community of Junction City.

It was good to know that you were available at any time either to pick your brain or to deal with the many crisis situations which arose. In spite of the many problems encountered this summer, we feel that the program was very successful and that the model we developed has wide application. Neither of these conditions could have prevailed without your help.

Again, thank you sincerely.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Dr. Wayne Laughery
Associate Professor
College of Education
Holton Hall
Campus

Dear Dr. Laughery:

The staff and enrollees of the Neighborhood Youth Corps summer project would like to thank you sincerely for your contributions to our efforts. Your input was particularly crucial since it was largely cognitive and resulted in a model which was very successful this summer and which hopefully will also reap long range benefits to the students, school district and community of Junction City.

It was good to know that you were available at any time either to pick your brain or to deal with the many crisis situations which arose. In spite of the many problems encountered this summer, we feel that the program was very successful and that the model we developed has wide application. Neither of these conditions could have prevailed without your help.

Again, thank you sincerely.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Mr. Alvin Lewis
119 East Third Street
Junction City, Kansas 66441

Dear Mr. Lewis:

The staff and enrollees of the Neighborhood Youth Corps summer project would like to thank you sincerely for your contributions to our efforts. Your input was particularly crucial since it was largely cognitive and resulted in a model which was very successful this summer and which hopefully will also reap long range benefits to the students, school district, and community of Junction City.

It was good to know that you were available at any time either to pick your brain or to deal with the many crisis situations which arose. In spite of the many problems encountered this summer, we feel that the program was very successful and that the model we developed has wide application. Neither of these conditions could have prevailed without your help.

Again, thank you sincerely.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Mr. William Racek
1322 Summit Street
Junction City, Kansas 66441

Dear Mr. Racek:

The staff and enrollees of the Neighborhood Youth Corps summer project would like to thank you sincerely for your contributions to our efforts. Your input was particularly crucial since it was largely cognitive and resulted in a model which was very successful this summer and which hopefully will also reap long range benefits to the students, school district and community of Junction City.

It was good to know that you were available at any time either to pick your brain or to deal with the many crisis situations which arose. In spite of the many problems encountered this summer, we feel that the program was very successful and that the model we developed has wide application. Neither of these conditions could have prevailed without your help.

Again, thank you sincerely.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

President James A. Mc Cain
Anderson Hall
Campus

Dear President Mc Cain:

The staff and enrollees of this summer's Neighborhood Youth Corps Pilot Project wish to thank you for your support and encouragement. We realize that at times you were subjected to undue pressures because of the unusual nature of the project and we sincerely appreciate your supportive attitude throughout.

There is no doubt that a great deal of social benefit has accured, the long term implications of which are difficult to predict. As an example, the Geary County juvenile probation officer reported that juvenile crime is down 90 % in Junction City this summer and readily attributes this reduction to the project. The social implications of this statistic in the Junction City, Manhattan, Fort Riley triad are fantastic. Further it represents the kind of social commitment a university must make if it is to contribute meaningfully to the solution of society's crucial problems in the last third of this century. Such a commitment is in line with the traditional functions of a land grant institution although with a slightly different emphasis.

Again, thank you sincerely for your interest and support. We feel that the university can be justifiably proud of its efforts this summer in undertaking a solution to a crucial and pressing social problem.

Regards,

Joseph A. Sarthory,
N Y C Project Coordinator

Willard F. Dempsey,
N Y C Project Director

JAS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Dr. Gil Browning
Marksville,
Louisiana 71351

Dear Dr. Browning:

The staff and enrollees of the Neighborhood Youth Crops summer project would like to thank you sincerely for your contributions to our efforts. Your input was particularly crucial since it was largely cognitive and resulted in a model which was very successful this summer and which hopefully will also reap long range benefits to the students, school district and community of Junction City.

It was good to know that you were available at any time either to pick your brain or to deal with the many crisis situations which arose. In spite of the many problems encountered this summer, we feel that the program was very successful and that the model we developed has wide application. Neither of these conditions could have prevailed without your help.

Again, thank you sincerely.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
KOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Dr. Leon Rappoport
Associate Professor
Department of Pyscology
Anderson Hall
Campus

Dear Dr. Rappoport:

The staff and enrollees of the Neighborhood Youth Corps summer project would like to thank you sincerely for your contributions to our efforts. Your input was particularly crucial since it was largely cognitive and resulted in a model which was very successful this summer and which hopefully will also reap long range benefits to the students, school district and community of Junction City.

It was good to know that you were available at any time either to pick your brain or to deal with the many crisis situations which arose. In spite of the many problems encountered this summer, we feel that the program was very successful and that the model we developed has wide application. Neither of these conditions could have prevailed without your help.

Again,thank you sincerely.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Mrs. Judy Gerdis
Personnel Director
St. Mary Hospital
Manhattan, Kansas 66502

Dear Mrs. Gerdis:

The staff and enrollees of the Neighborhood Youth Corps summer pilot project wish to thank you sincerely for your support of our efforts. Without your cooperation and your willingness to provide employment opportunities for disadvantaged youth, the project could never have gotten off the ground.

The results of the project are hard to calculate but there is no doubt that you have contributed greatly to the present and future welfare of a large number of youth who needed help. In that sense, your contribution to the "social health" of the Junction City - Manhattan - Fort Riley areas is incalculable.

Again, thank you sincerely for your help. As was noted above, the project would have been impossible without your efforts and your willingness to cooperate.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY *Manhattan, Kansas 66502*

DEPARTMENT OF ADMINISTRATION AND FOUNDATIONS OF EDUCATION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 532-6766

N Y C
Summer Pilot Project

August 20, 1970

Mr. Frank Keller
2105 Bluehill Drive
Manhattan, Kansas 66502

Dear Mr. Keller:

The staff and enrollees of the Neighborhood Youth Corps summer pilot project wish to thank you sincerely for your support of our efforts. Without your cooperation and your willingness to provide employment opportunities for disadvantaged youth, the project could never have gotten off the ground.

The results of the project are hard to calculate but there is no doubt that you have contributed greatly to the present and future welfare of a large number of youth who needed help. In that sense, your contribution to the "social health" of the Junction City - Manhattan - Fort Riley areas is incalculable.

Again, thank you sincerely for your help. As was noted above, the project would have been impossible without your efforts and your willingness to cooperate.

Regards,

J. Sarthory,
Project Coordinator

Willard F. Dempsey,
Project Director

JS:gj

KANSAS STATE UNIVERSITY
NEIGHBORHOOD YOUTH CORPS
S U M M E R P I L O T P R O J E C T

STANDARDS OF CONDUCT

Dormitory Hours - All enrollees will be in the dormitory and in their respective rooms no later than 12 p.m. each evening.

Dormitory Visiting Hours - Enrollees may have guests of the opposite sex in the main lobby and basement lobby from 6 p.m. to 9 p.m. each evening. No guests of the opposite sex are permitted in the dormitory wings or individual rooms. Enrollees are responsible for the conduct of their guests.

Consumption of Alcohol and General Conduct - No alcoholic beverages will be permitted in the dormitory or on the dormitory grounds. Drunkenness or disorderly conduct will not be permitted.

Parties and Meetings - Parties and meetings are restricted to the living rooms in the basement. The main lobby is not to be used for parties or meetings.

Participation in Activities - Enrollees are expected to be on time at the appointed place for all designated activities during the course of the eight hour work day. In addition, enrollees are expected to participate fully in work experience and designated team activities in order to be paid.

Violations - The Standards of Conduct will be enforced by all project staff personnel. Infractions will be reported to the Judicial Committee which consists of two enrollees, two students, two teachers, and a member of the project staff. Punishment will depend upon the seriousness of the infraction and may range from oral reprimand, restriction, removal from the dormitory, withholding of pay, and dismissal from the project. All punishment will be subject to review by and appeal to the Project Steering Committee.

SIGNED FOR THE PROJECT STANDARDS OF CONDUCT COMMITTEE:

Willard F. Dempsey Jr.

Willard F. Denpsey, Jr.
Project Director

N Y C

SUMMER PILOT PROJECT

To: Former N Y C Summer Project Students and Parents

From: Barb Chance and Johnnie Mc Cray

Date: October 6, 1970

In our search for part-time jobs, we may be able to find some baby-sitting jobs for the girls. These jobs would run from 8:00-12:00 P.M. with perhaps some after school. Most of the couples will be from the N C O Club and Officer's Club, and it is very likely that they will furnish transportation. If you are interested check below, and talk to your parents about it.

☐ I would be interested in baby-sitting.

☐ I would not like to baby-sit.

Name: _____

Address: _____

Phone No.: _____

Social Security No.: _____

_____
Parent's Signature

N Y C

SUMMER PILOT PROJECT

To: Former N Y C Summer Project Students

From: Barb Chance and Johnnie Mc Cray

Date: September 21, 1970

NAME: _____

Some of you have expressed an interest in trying to find a part-time job after school. We do not know whether we can find any jobs, but if you are interested we would like to help you try to find a job.

Please Check [✓] one of the statements below:

☐ I would like to have a job after school.

☐ I will not have time to work after school.

PLEASE RETURN THIS INQUIRY TO THE SCHOOL OFFICE TODAY.

KANSAS STATE UNIVERSITY
NEIGHBORHOOD YOUTH CORPS
S U M M E R P I L O T P R O J E C T

Weekly Activity Schedule

Date/Time	Team	Activity	Number of Males	Number of Females	Remarks
					//

NOTE: Weekly schedule requests are to be submitted by Wednesday for the following week.

MEDICAL AUTHORIZATION FORMS

_____
Name

I authorize the (NYC - Summer Pilot Project) to consult medical authorities as they deem necessary in case of illness of the above named person.

I authorize a licensed physician to perform any necessary treatment and diagnostic studies for the above named person.

I authorize that necessary emergency surgery, anesthetics, and medications may be administered and carried out on the above named.

It is understood that every effort will be made to contact me in case of serious illness or if surgery is indicated.

_____
Signed Relationship

_____
Address

_____

I hereby authorize Kansas State University Student health center to release a copy of _____ medical record to a representative of the N Y C Summer Project. This record is required by the officials of Irwin Army Hospital, Fort Riley, for work exploration at this installation.

_____
Signature of Parent or Guardian

MANPOWER ADMINISTRATION PROGRAMS

Counselors Time _____ (hrs) Supervisors Time _____ (hrs)

Work Station _____ City _____

Name _____

Date	Description of work	Location	From	To	From	To	Hours

Total Hours 1st Week _____

Total Hours 2nd Week _____

Total Hours Pay Period _____

To ALL COUNSELORS AND SUPERVISORS: Please document your counseling and supervision on the second Sheet. Give dates of the sessions, and in short paragraph form the nature of the sessions.
I understand that misrepresentation is an element of fraud and that I can be held legally liable for any misrepresentations herein.

Signature of N. Y. C. Enrollee _____

Signature of Supervisor _____

Signature of Counselor _____

RECORD OF HOURS WORKED AND ON LEAVE

KANSAS STATE UNIVERSITY, MANHATTAN, KANSAS

One copy of this form is to be completed and filed with the Department Head by all Graduate Assistants, Research Assistants paid less than $500 per month and monthly classified employees covered by the Fair Labor Standards Act. These forms may be discarded three years after the period shown thereon. The payroll time card serves as this record for hourly classified and hourly student employees.

This record is not needed for other employees except that classified employees who are exempt from the Act must complete this form if they work on a holiday and when absent from work for **any** reason except holidays.

Leave without pay for all monthly classified employees is to be reported **also** on the special "Application for Leave Without Pay" form.

Employee

Department

Week Beginning _____ 19____

Week Beginning _____ 19____

HOURS WORKED

	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Total
WT*	0	8	8	8	8	8	0	40
HWT**								

HOURS ON LEAVE

VL								
SL								
FL								
ML								
HL								
CL								
OTL†								
Total Hours Worked and on Leave With Pay								
LWOP								

HOURS WORKED

	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Total
WT*	0	8	8	8	8	8	0	40
HWT**								

HOURS ON LEAVE

VL								
SL								
FL								
ML								
HL								
CL								
OTL†								
Total Hours Worked and on Leave With Pay								
LWOP								

DISTRIBUTION OF WORK TIME IN HOURS††

Activity	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
General Admin.							
Academic Admin.							
Research Admin.							
Extension Admin.							
Spon. Proj. Admin.							
Instruction							
Research							
Extension							
Other							
Proj. No._____							
Proj. No._____							
Proj. No._____							

DISTRIBUTION OF WORK TIME IN HOURS††

Activity	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
General Admin.							
Academic Admin.							
Research Admin.							
Extension Admin.							
Spon. Proj. Admin.							
Instruction							
Research							
Extension							
Other							
Proj. No._____							
Proj. No._____							
Proj. No._____							

Employee's Signature

165

Supervisor's Signature

(See reverse side for explanation of symbols, footnotes and general information)

(3-70-10M)

ATTENDANCE REPORT DATA

Name: _____ S.S. # _____

Pay Period: _____

Item	Hours Worked	Hours Missed
+ Balance from last period		_____
Week of _____	_____	_____
- Hours Reported		_____
+ Balance from last period		_____
Week of _____	_____	_____
Subtotal		_____
- Hours Reported		_____
+ Balance from last period		_____
Week of _____	_____	_____
Subtotal		_____
- Hours Reported		_____
Balance Carried Forward:		_____
Totals for Period	_____	_____

INCOME VERIFICATION

1. Interviewing Office _____ Enrollees Soc. Sec. No. _____

2. Enrollees Name _____
Last First M. I.

3. Enrollees Date of Birth _____ Telephone No. _____

4. Enrollees Address _____
City State

5. Enrollees Place of Birth _____

6. Enrollees Ethnic Origin _____ (Specify) _____

7. Enrollees Marital Status _____

8. Enrollee Lives with _____ (Specify) _____

9. Name of Parent or Guardian _____

10. Address of Parent or Guardian _____

11. Total Number of Persons Living in Household _____.

12 Total Number of Persons in Family _____

13. Estimated Net Yearly Income from All Sources in Family or Household _____

14. Income was verified by W-2 Form _____; Form 1040 _____; Welfare _____; Veteran's Admi
istration _____; Other _____ (Specify). _____

I certify that to the best of my knowledge that the above information is true and correct.

_____
Signature of Representative of Interviewing Office

I understand that the information concerning total family income asked above is required by the U. S Department of Labor in order that my son _____, daughter _____, ward _____, may participat in the Neighborhood Youth Corps Program. My signature indicates my willingness and permission for th above named applicant to participate in The Neighborhood Youth Corps Program. I understand that misrepre sentation is an element of fraud and that I may be held legally liable for any misrepresentations herein.

_____
Signature of Parent or Guardian

APPENDIX G

VARIOUS TEAM COUNSELING DISCUSSION TOPICS

GROUP COUNSELING DISCUSSION ITEMS

Think about each question and then answer it to the best of your ability. Remember there are no correct or incorrect answers. After answering all the questions we will talk about them.

---

1. What do you feel are your abilities and skills?

2. What are your likes and dislikes?

3. What are your special talents?

4. What do you like best about yourself?

5. What do you like least about yourself?

6. What kinds of people do you like the best?

7. What kinds of people do you like the least?

8. What kinds of people do respect the most?

9. What would you like to be able to do that you can't do now because you don't have the skills, talent, education or money to do it?

10. If you were serious about finding out things you don't know about at the present time - - what things would you like to know more about?

11. What are the most important things in your life?

12. Name three people that mean a lot to you in your life?

13. What are the qualities you like best and least in other people?

14. If you could take an all expenses paid vacation, where would you go, and what would you like to go and see?

15. Why do you like music?

16. What's more important, getting an education, or making money, or getting a job, when you get out of school?

17. Have you ever filled out an application for a job before?

18. Have you ever had a checking or savings account before?

19. What is the largest amount of money you've ever had to spend?

20. From your own experiences what groups of people or individuals are happiest?

21. Where is God?

22. Where did God come from?

23. If you could do something to make this world a better place in which to live, what would you do?

TEAM DISCUSSION TOPICS

Methods and Media for finding a job

1. Employment bureaus
2. Advertising in newspapers, trade journals, magazines
3. Personal letters of application
4. Application through personal acquaintances
5. Application in person

Information to be supplied in a written brief or resume

1. Education
2. Experience
3. References (former employers, teachers, prominent people)
4. Photograph of self
5. Apply for a specific position
6. State your qualifications
7. Even offer to go to work on probation
8. Knowledge of your prospective employers business

Causes for Discharge of Employed Men - Study made by Harvard University

Causes of Discharge for 4,000 men in the survey

Lack of skill or technical knowledge

Incompetence	25%
Slowness	5%
Physical Inadapability	4%

Lack of Social Understanding

1.	Insubordination	11.1%
2.	General Unreliability	10.4%
3.	Absenteeism	10.0%
4.	Laziness	2.0%
5.	Trouble making	4.0%
6.	Drinking	4.0%
7.	Violation of rules	3.0%
8.	Carelessness	3.0%
9.	Misconduct	2.0%
10.	Dishonesty	8.0%
11.	Unclassified	8.5%

ARE YOU A LEADER?

ATTRIBUTES OF LEADERSHIP

1. Unwavering courage
2. Self control
3. A keen sense of justice
4. Definiteness of decision
5. Definiteness of plans
6. The habit of doing more than paid for
7. A pleasing personality
8. Sympathy and understanding
9. Mastery of detail
10. Willingness to assume full responsibility
11. Cooperation
12. Can you think of any others you would include?

SOME OPPORTUNITIES FOR LEADERSHIP FOR BOTH MEN AND WOMEN

1. Politics
2. Banking
3. Industry
4. Religion
5. Law
6. Medicine
7. Education
8. Journalism
9. What else can you think of?

The seven major Positive Emotions most commonly used in creative effort.

1. Desire
2. Faith
3. Love
4. Sex
5. Enthusiasm
6. Romance
7. Hope

The seven major Negative Emotio (To be avoided)

1. Fear
2. Jealousy
3. Hatred
4. Revenge
5. Greed
6. Superstition
7. Anger

THE THIRTY-ONE MAJOR CAUSES OF FAILURE

1. Lack of a well-defined purpose in life
2. Lack of ambition to aim above mediocrity
3. Unfavorable hereditary background
4. Insufficient education
5. Lack of self-discipline
6. Ill health
7. Unfavorable environmental influences during childhood
8. Procrastination
9. Lack of persistance
10. Negative personality
11. Lack of controlled sexual urge
12. Uncontrolled desire for something for nothing
13. Lack of a well defined power of decision
14. One or more of the six basic fears: 1. poverty; 2. criticism; 3. ill health; 4. fear of loss of love of someone; 5. fear of old age; 6. fear of death.
15. Wrong selection of a mate in marriage
16. Over-caution
17. Wrong selection of associates in business
18. Superstition and prejudice
19. Wrong selection of vocation
20. Lack of concentration of effort
21. The habit of indiscriminate spending
22. Lack of enthusiasm
23. Intolerance
24. Intemperance or Over-Indulgence --- eating, strong drink, and sexual activities.
25. In ability to cooperate with others
26. Possession of power that was not acquired through self effort
27. Intentional dishonesty
28. Egotism and vanity
29. Guessing instead of thinking
30. Lack of capital to get started in business
31. Any other reasons that have not been included in the foregoing list.

TO ALL MEMBERS OF GROUP F

JOBS - So far our work experiences and exploration has been quite good. As you know, we have heard a number of good comments from your supervisors. We do feel that some of you have been taking a little too much time during your breaks. When you get through with one job ask your supervisor for something else to do.

PAY CHECKS - As you well know we haven't gotten our checks yet. We don't like it any better than you do. I can assure you that you will get paid. We received some of the checks yesterday but an error was made on the checks so they have to get that cleared up before we get our checks. All we can say is try to be patient, even though it is hard to specially when you've earned the money and need it.

COUNSELING AND REMEDIAL EDUCATION - Some of you are not fully informed about the complete program you're in, or else you misunderstood what the program was going to consist of. The program is made up with jobs, work experience, remedial education, and some recreation. We will not have recreation every afternoon. Remember you are getting paid $1.45 an hour. Also remember there are a lot of students that don't have a job and would like to get into our program. In other words we are paying you to participate and cooperate and do your job. We will have plenty of fun in this program but it's not going to be all fun every afternoon. The afternoons are primarily for learning, counseling, and recreation.

KEEP UP THE GOOD WORK EVERYBODY

APPENDIX H

DATA PRINTOUTS

TITLE: SARTHORY - PRE AND POST TESTS ON TOTAL SAMPLE

T-TEST FOR RELATED SAMPLES N = 46

PROBLEM	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2	
1.	0.734	45	4.000	4.196	1.563	1.641	
2	1.709	45	3.500	4.043	1.906	1.763	
3	1.338	45	3.826	4.239	1.755	1.401	
4	0.913	45	4.522	4.848	2.052	1.712	
5	1.907	45	3.652	4.261	1.581	1.757	ATTITUDES
6	1.985	45	4.326	5.065	2.232	1.541	TOWARD
7	0.325	45	4.174	4.304	1.901	1.672	TEACHERS
8	2.037*	45	3.391	3.935	1.612	1.665	
9	0.838	45	4.457	4.739	1.810	1.512	
10	0.194	45	3.152	3.217	2.011	1.873	
11	1.081	45	3.391	3.739	2.113	2.027	
12	2.316*	45	3.174	3.913	1.768	1.836	
13	1.198	45	3.891	4.283	1.900	1.734	
14	-1.819	45	5.957	5.326	1.673	1.874	
15	0.667	45	3.435	3.652	1.882	1.754	
16	0.510	45	4.239	4.413	1.828	1.796	
17	-2.615*	45	5.978	5.087	1.358	2.074	ATTITUDES
18	2.221*	45	3.304	3.935	1.604	1.890	TOWARD
19	-1.471	45	4.174	3.804	1.717	1.721	SCHOOL
20	-1.159	45	5.630	5.283	1.583	1.870	
21	0.490	45	3.739	3.913	1.831	1.895	
22	-1.335	45	3.870	3.522	1.392	1.722	
23	-0.263	45	3.565	3.478	2.040	1.986	
24	1.762	45	2.652	3.174	1.840	1.768	
25	-1.044	45	2.630	2.522	0.645	0.691	
26	1.093	45	2.609	2.717	0.537	0.502	
27	1.632	45	2.587	2.717	0.580	0.544	ATTITUDES
28	0.190	45	2.391	2.413	0.614	0.717	TOWARD JOB
29	-1.310	45	2.370	2.217	0.610	0.728	DIMENSIONS
30	0.813	45	2.522	2.609	0.658	0.614	
31	1.360	45	2.304	2.457	0.591	0.657	
32	0.752	45	2.587	2.674	0.617	0.560	

*Significant at .05 level

Critical t = 2.021
(Two-Tailed @ .05)

TITLE: SARTHORY - PRE AND POST TESTS ON MALE STUDENTS

T-TEST FOR RELATED SAMPLES N = 25

PROBLEM	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2	
1.	0.838	24	4.040	4.360	1.594	1.604	
2	2.211*	24	3.560	4.480	1.805	1.711	
3	2.044	24	3.640	4.480	1.846	1.503	
4	0.891	24	4.720	5.160	2.227	1.675	
5	1.527	24	3.640	4.400	1.705	1.958	ATTITUDES
6	1.091	24	4.720	5.240	2.208	1.451	TOWARD
7	0.424	24	4.240	4.480	1.877	1.735	TEACHERS
8	1.570	24	3.360	4.000	1.680	1.756	
9	0.255	24	4.720	4.840	1.720	1.700	
10	0.161	24	3.200	3.280	2.021	1.969	
11	0.700	24	3.560	3.880	2.162	2.223	
12	1.069	24	3.200	3.600	1.500	1.871	
13	2.193*	24	3.640	4.600	1.846	1.500	
14	-1.109	24	5.840	5.440	1.795	1.635	
15	2.044	24	3.240	4.080	1.921	1.730	
16	1.000	24	4.080	4.520	1.913	1.828	
17	-1.510	24	5.800	5.160	1.581	2.014	ATTITUDES
18	1.483	24	3.680	4.320	1.547	1.725	TOWARD
19	-0.711	24	4.360	4.080	1.729	1.956	SCHOOL
20	-0.651	24	5.480	5.200	1.584	1.848	
21	0.162	24	4.000	4.080	1.780	1.998	
22	-1.057	24	4.200	3.800	1.323	1.803	
23	0.756	24	3.240	3.560	2.006	2.083	
24	2.535*	24	2.280	3.320	1.621	1.865	
25	-1.365	24	2.400	2.160	0.764	0.746	
26	1.163	24	2.520	2.680	0.586	0.557	
27	1.732	24	2.520	2.720	0.653	0.614	ATTITUDES
28	-0.464	24	2.360	2.280	0.638	0.792	TOWARD JOB
29	-0.891	24	2.400	2.240	0.577	0.779	DIMENSIONS
30	0.272	24	2.480	2.520	0.714	0.714	
31	1.000	24	2.240	2.400	0.597	0.707	
32	0.0	24	2.600	2.600	0.645	0.577	

*Significant at .05 level

Critical t = 2.064
(Two-Tailed @ .05)

TITLE: SARTHORY - PRE AND POST TESTS ON FEMALE STUDENTS

T-TEST FOR RELATED SAMPLES N = 21

PROBLEM	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2	
1	0.127	20	3.952	4.000	1.564	1.703	
2	0.197	20	3.429	3.524	2.063	1.721	
3	-0.211	20	4.048	3.952	1.658	1.244	
4	0.361	20	4.286	4.476	1.848	1.721	
5	1.123	20	3.667	4.095	1.461	1.513	ATTITUDES
6	1.685	20	3.857	4.857	2.220	1.652	TOWARD
7	0.0	20	4.095	4.095	1.972	1.609	TEACHERS
8	1.279	20	3.429	3.857	1.568	1.590	
9	0.970	20	4.143	4.619	1.905	1.284	
10	0.105	20	3.095	3.143	2.047	1.797	
11	0.828	20	3.190	3.571	2.089	1.805	
12	2.133*	20	3.143	4.286	2.081	1.765	
13	-0.623	20	4.190	3.905	1.965	1.947	
14	-1.431	20	6.095	5.190	1.546	2.159	
15	-1.089	20	3.667	3.143	1.853	1.682	
16	-0.267	20	4.429	4.286	1.748	1.793	
17	-2.146*	20	6.190	5.000	1.030	2.191	ATTITUDES
18	1.711	20	2.857	3.476	1.590	2.015	TOWARD
19	-1.599	20	3.952	3.476	1.717	1.365	SCHOOL
20	-1.013	20	5.810	5.381	1.601	1.936	
21	0.548	20	3.429	3.714	1.886	1.793	
22	-0.795	20	3.476	3.190	1.401	1.601	
23	-1.121	20	3.952	3.381	2.061	1.910	
24	-0.241	20	3.095	3.000	2.022	1.673	
25	0.568	20	2.905	2.952	0.301	0.218	
26	0.326	20	2.714	2.762	0.463	0.436	
27	0.439	20	2.667	2.714	0.483	0.463	ATTITUDES
28	1.000	20	2.429	2.571	0.598	0.598	TOWARD JOB
29	-1.000	20	2.333	2.190	0.658	0.680	DIMENSIONS
30	0.900	20	2.571	2.714	0.598	0.463	
31	0.900	20	2.381	2.524	0.590	0.602	
32	1.000	20	2.571	2.762	0.598	0.539	

*Significant at .05 level

Critical t = 2.086
(Two-Tailed @ .05)

TITLE: SARTHORY - PRE AND POST TESTS ON SENIOR HIGH STUDENTS

T-TEST FOR RELATED SAMPLES N = 12

PROBLEM	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2	
1	1.134	11	3.583	4.167	1.782	1.642	
2	0.426	11	3.583	3.917	2.065	1.929	
3	0.0	11	3.833	3.833	1.337	1.749	
4	0.508	11	4.250	4.667	2.006	2.015	
5	0.236	11	3.667	3.833	1.670	1.749	ATTITUDES
6	1.522	11.	3.750	4.833	2.301	1.697	TOWARD
7	1.472	11	3.833	4.583	1.403	1.165	TEACHERS
8	1.074	11	3.250	3.833	1.658	1.467	
9	0.264	11	4.333	4.583	2.309	1.621	
10	1.074	11	2.500	3.083	1.931	1.730	
11	1.340	11	3.083	3.750	1.881	1.765	
12	1.609	11	2.333	3.667	1.557	1.923	
13	2.031	11	3.417	4.417	2.151	2.065	
14	-0.561	11	5.917	5.583	1.676	2.234	
15	0.553	11	3.333	3.750	2.146	2.137	
16	0.094	11	4.000	4.083	1.595	2.021	
17	-0.150	11	5.500	5.417	1.784	2.021	ATTITUDES
18	0.861	11	3.250	3.667	1.603	1.614	TOWARD
19	-0.378	11	3.917	3.750	1.165	1.913	SCHOOL
20	0.353	11	5.000	5.250	1.907	2.137	
21	1.733	11	3.250	4.167	1.288	1.586	
22	0.771	11	3.250	3.583	1.545	1.564	
23	-0.340	11	2.917	2.750	1.929	1.658	
24	1.076	11	2.583	3.250	1.881	1.422	
25	0.364	11	2.583	2.667	0.793	0.651	
26	1.149	11	2.583	2.833	0.669	0.389	
27	0.0	11	2.583	2.583	0.669	0.669	ATTITUDES
28	0.0	11	2.417	2.417	0.793	0.515	TOWARD JOB
29	-0.692	11	2.417	2.250	0.793	0.754	DIMENSIONS
30	1.149	11	2.417	2.667	0.793	0.651	
31	1.393	11	2.167	2.417	0.577	0.669	
32	0.692	11	2.583	2.750	0.669	0.452	

Critical t = 2.201
(Two-Tailed @ .05)

TITLE: SARTHORY - PRE AND POST TESTS ON JUNIOR HIGH STUDENTS

T-TEST FOR RELATED SAMPLES N = 34

PROBLEM	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2	
1	0.188	33	4.147	4.206	1.480	1.666	
2	1.828	33	3.471	4.088	1.879	1.730	
3	1.478	33	3.824	4.382	1.898	1.256	
4	0.745	33	4.618	4.912	2.089	1.621	
5	2.149*	33	3.647	4.412	1.574	1.760	ATTITUDES
6	1.401	33	4.529	5.147	2.205	1.500	TOWARD
7	-0.173	33	4.294	4.206	2.053	1.822	TEACHERS
8	1.703	33	3.441	3.971	1.618	1.749	
9	0.911	33	4.500	4.794	1.638	1.493	
10	-0.285	33	3.382	3.265	2.015	1.943	
11	0.587	33	3.500	3.735	2.205	2.136	
12	1.657	33	3.471	4.000	1.762	1.826	
13	0.437	33	4.059	4.235	1.808	1.634	
14	-1.739	33	5.971	5.235	1.696	1.759	
15	0.410	33	3.471	3.618	1.813	1.633	
16	0.588	33	4.324	4.529	1.918	1.727	
17	-2.867*	33	6.147	4.971	1.158	2.110	ATTITUDES
18	2.035	33	3.324	4.029	1.628	1.992	TOWARD
19	-1.446	33	4.265	3.824	1.880	1.678	SCHOOL
20	-1.750	33	5.853	5.294	1.417	1.801	
21	-0.202	33	3.912	3.824	1.975	2.007	
22	-1.894	33	4.088	3.500	1.288	1.796	
23	-0.142	33	3.794	3.735	2.056	2.050	
24	1.380	33	2.676	3.147	1.854	1.893	
25	-1.529	33	2.647	2.471	0.597	0.706	
26	0.529	33	2.618	2.676	0.493	0.535	
27	1.977	33	2.588	2.765	0.557	0.496	ATTITUDES
28	0.215	33	2.382	2.412	0.551	0.783	TOWARD JOB
29	-1.094	33	2.353	2.206	0.544	0.729	DIMENSIONS
30	0.239	33	2.559	2.588	0.613	0.609	
31	0.849	33	2.353	2.471	0.597	0.662	
32	0.442	33	2.588	2.647	0.609	0.597	

*Significant at .05 level

Critical t = 2.042
(Two-Tailed @ .05)

FINAL TABLE OF SPECIFICATIONS

ATTITUDES TOWARD WORK SCALE

Attitude Toward(Subscale)	Percent	Items
1. Rights and Responsibilities of Employees	25	1,9,10,11,13,15,17, 18,26,31,39,45
2. Inner Satifications of Working	10	2,3,29,35,48
3. Choosing a Job	15	4,6,14,21,27,40,49
4. Supervision and Supervisors	20	5,22,25,28,30,32, 36,41,23,43
5. Peers	15	7,12,20,24,33,38,46
6. Adequacy of School's	10	8,16,19,34,47
7. Expectations of Future Advancement	5	42,37,44
TOTAL	100	

TITLE: SARTHORY - ATTITUDES TOWARD WORK BY SEX

T - TEST FOR INDEPENDENT SAMPLES N - 1 = 25 N - 2 = 21

VARIABLE	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2
Subscale 1	-1.934	44	37.080	39.571	4.564	4.081
" 2	-2.780*	44	13.880	15,810	2.651	1.914
" 3	-0.926	44	21.760	22.571	3.086	2.803
" 4	1.471	44	24.800	23.190	3.731	3.655
" 5	-2.638*	44	19.560	21.857	2.709	3.198
" 6	0.236	44	13.600	13.429	2.517	2.378
" 7	0.902	44	8.880	8.429	1.716	1.660

*Significant at .05 level

Critical t = 2.021
(Two-Tailed @ .05)

TITLE: SARTHORY - ATTITUDES TOWARD WORK BY GRADE

T-TEST FOR INDEPENDENT SAMPLES N - 1 = 34 N - 2 = 12

VARIABLE	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2
Subscale 1	-0.700	44	37.941	39.000	4.786	3.542
" 2	0.282	44	14.824	14.583	2.724	1.881
" 3	-0.049	44	22.118	22.167	2.952	3.099
" 4	1.150	44	24.441	23.000	3.948	2.985
" 5	-1.375	44	20.235	21.667	3.075	3.172
" 6	-0.790	44	13.353	14.000	2.398	2.558
" 7	-0.775	44	8.559	9.000	1.637	1.859

Critical t = 2.021
(Two-Tailed @ .05)

TITLE: SARTHORY - ATTITUDES TOWARD WORK (49 INDIVIDUAL ITEMS) BY SEX

T-TEST FOR INDEPENDENT SAMPLES N - 1 = 25 N - 2 = 21

VARIABLE	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2
1.	-1.460	44	3.120	3.476	1.013	0.512
2	-0.775	44	3.240	3.429	0.879	0.746
3	-1.315	44	1.760	2.190	1.091	1.123
4	-1.462	44	3.560	3.857	0.870	0.359
5	-0.219	44	3.280	3.333	0.936	0.658
6	0.943	44	2.560	2.286	0.961	1.007
7	-2.606*	44	2.520	3.333	1.122	0.966
8	0.937	44	2.320	2.048	1.108	0.805
9	-1.605	44	2.600	3.095	1.155	0.889
10	-0.639	44	3.360	3.524	0.907	0.814
11	-0.053	44	3.560	3.571	0.768	0.676
12	-1.282	44	3.040	3.429	1.020	1.028
13	-1.107	44	3.200	3.476	1.000	0.602
14	-1.060	4!	2.520	2.810	0.872	0.981
15	-0.432	44	2.240	2.381	1.165	1.024
16	0.651	44	2.920	2.714	1.038	1.102
17	-1.473	44	3.440	3.762	0.768	0.700
18	-0.561	44	3.000	3.143	0.913	0.793
19	-1.009	44	3.000	3.286	1.000	0.902
20	0.062	44	2.640	2.619	1.186	1.071
21	-0.465	44	3.480	3.571	0.714	0.598
22	-0.405	44	2.640	2.762	1.036	0.995
23	-0.990	44	3.360	3.571	0.810	0.598
24	-1.358	44	1.840	2.238	0.898	1.091
25	1.529	44	2.360	1.857	1.186	1.014
26	-0.161	44	3.440	3.476	0.870	0.602
27	0.140	44	3.280	3.238	0.936	1.091
28	0.328	44	1.960	1.857	1.098	1.014
29	-1.293	44	3.320	3.667	1.030	0.730
30	0.954	44	2.440	2.143	1.158	0.910
31	-1.709	44	3.280	3.667	0.891	0.577
32	0.509	44	2.200	2.048	1.118	0.865
33	-1.334	44	3.000	3.381	1.000	0.921
34	-0.029	44	2.800	2.810	1.118	1.123
35	-1.047	44	3.360	3.619	0.952	0.669
36	0.946	44	2.080	1.810	1.038	0.873
37	2.574*	44	3.360	2.667	0.757	1.065
38	-0.536	44	3.320	3.429	0.748	0.598
39	-0.133	44	3.400	3.429	0.707	0.746
40	0.191	44	3.240	3.190	0.831	0.928
41	2.604*	44	2.320	1.619	0.988	0.805
42	-1.495	44	2.120	2.571	0.927	1.121
43	-0.105	44	2.160	2.190	0.943	1.030
44	0.750	44	3.400	3.190	0.913	0.981
45	-0.482	44	2.440	2.571	0.917	0.926
46	-1.022	44	3.200	3.429	0.816	0.676
47	-0.034	44	2.560	2.571	1.193	1.076
48	-2.442*	44	2.200	2.905	1.000	0.944
49	-1.930	44	3.120	3.619	0.927	0.805

*Significant at .05 level

Critical t = 2.021
(Two-Tailed @ .05)

TITLE: SARTHORY - ATTITUDES TOWARD WORK (49 INDIVIDUAL ITEMS) BY GRADE

T-TEST FOR INDEPENDENT SAMPLES N-- 1 = 34 N - 2 = 12

VARIABLE	T-STAT	DF	MEAN-1	MEAN-2	STDV-1	STDV-2
1	-1.051	44	3.206	3.500	0.914	0.522
2	0.371	44	3.353	3.250	0.812	0.866
3	0.142	44	1.971	1.917	1.114	1.165
4	1.138	44	3.765	3.500	0.606	0.905
5	0.678	44	3.353	3.167	0.774	0.937
6	-0.951	44	2.353	2.667	0.950	1.073
7	-0.387	44	2.853	3.000	1.105	1.206
8	1.151	44	2.294	1.917	0.938	1.084
9	-0.027	44	2.824	2.833	1.058	1.115
10	-1.088	44	3.353	3.667	0.917	0.651
11	-0.100	44	3.559	3.583	0.746	0.669
12	0.196	44	3.235	3.167	1.017	1.115
13	-0.428	44	3.294	3.417	0.836	0.900
14	-0.062	44	2.647	2.667	0.917	0.985
15	0.503	44	2.353	2.167	1.152	0.937
16	1.247	44	2.941	2.500	0.983	1.243
17	-0.426	44	3.559	3.667	0.786	0.651
18	-0.085	44	3.059	3.083	0.851	0.900
19	-0.151	44	3.118	3.167	0.977	0.937
20	-0.425	44	2.588	2.750	1.184	0.965
21	-1.413	44	3.441	3.750	0.705	0.452
22	1.466	44	2.824	2.333	1.029	0.888
23	-0.240	44	3.441	3.500	0.746	0.674
24	-1.990	44	1.853	2.500	0.958	1.000
25	1.373	44	2.265	1.750	1.136	1.055
26	0.211	44	3.471	3.417	0.706	0.900
27	0.712	44	3.324	3.083	1.036	0.900
28	0.303	44	1.941	1.833	1.043	1.115
29	-0.095	44	3.471	3.500	1.022	0.522
30	1.507	44	2.441	1.917	1.050	0.996
31	-0.650	44	3.412	3.583	0.821	0.669
32	0.187	44	2.147	2.083	0.958	1.165
33	-1.005	44	3.088	3.417	1.026	0.793
34	-1.986	44	2.618	3.333	1.074	1.073
35	0.294	44	3.500	3.417	0.896	0.669
36	-1.600	44	1.824	2.333	0.936	0.985
37	0.525	44	3.088	2.917	0.965	0.996
38	-0.277	44	3.353	3.417	0.734	0.515
39	-1.442	44	3.324	3.667	0.768	0.492
40	-0.535	44	3.176	3.333	0.904	0.778
41	0.0	44	2.000	2.000	0.985	0.953
42	-2.045*	44	2.147	2.833	0.989	1.030
43	0.371	44	2.206	2.083	1.008	0.900
44	0.231	44	3.324	3.250	0.945	0.965
45	0.364	44	2.529	2.417	0.929	0.900
46	-0.594	44	3.265	3.417	0.790	0.669
47	-1.903	44	2.382	3.083	1.101	1.084
48	0.084	44	2.529	2.500	1.051	1.000
49	0.808	44	3.412	3.167	0.821	1.115

*Significant at .05 level

Critical t - 2.021
(Two-Tailed @ .05)

ED 060163

INTERIM REPORT

September, 1970 thru January, 1971

UD 012503

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EDUCATION & WELFARE
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INTRODUCTION

The purpose of this interim report is to indicate the amount of progress being made during the in-school follow-up phase of the NYC Pilot Project conducted jointly by Kansas State University and Junction City Public School System. The reader will perhaps recall that the in-school phase of the project consists primarily of the efforts of two graduate students who are working with the project enrollees throughout the course of the school year. Their efforts entail individual and group counseling, home visits, the stimulation of curriculum modifications, the promotion of group activities among project enrollees, operationalizing the "NYC goes to college" concept, and, in general, anything which contributes to the enrollees' remaining in school and experiencing some success therein.

The report is structured as follows. Initially there is a narrative section which describes the efforts of the project staff, school, and enrollees during the first semester of the 1970-71 school year. This is followed by a section which affords comparative data on attendance, suspension frequency, out-of-school contacts with the police, and grades of enrollees in semester I, 1969-70 as compared to semester I of 1970-71. Enrollees are grouped by sex and grade level (junior high or senior high) for this analysis. Also, data as to retention rate and disposition of enrollees no longer in school are presented in this section.

The next section describes some of the operational problems which have been encountered during the in-school phase up to this point. Finally the report concludes with a projection of activities, problems, and needs for the remainder of the school year and beyond.

It needs to be empahsized that this is an interim report which is intended to "describe the state of the project" at the midpoint of the school year. An additional report will be submitted in June, 1971 which will be the terminal report of the project. Additionally periodic statements of activities will be submitted in the interim. The June report will afford the Department of Labor and other interested readers an appraisal of the effectiveness of the project at that time as well as a complete analysis of the in-school phase which will have terminated with the end of the school year.

Joseph A. Sarthory
Project Director
March, 1971

NARRATIVE DESCRIPTION OF PROJECT ACTIVITIES

by

Barbara J. Chance

Counseling

The counseling component of the follow-up phase consists of two dimensions: individual counseling and group counseling or discussion groups. Two groups were formed at the High School. Each meets after school when the students lack something to do and enjoy getting together to talk. Another reason the groups are after school is that most of these students need to be in class every hour possible. We are conducting one group session in the Junior High, and another is being conducted by a teacher who was in the summer project. At times the groups combine. Various people sit in and contribute to groups at both schools, including counselors, teachers, and people from the community.

Problems dealt with in group sessions range from superficial gripes to deep personal situations. Most of the students discuss school, teachers, class problems, problems with friends, and especially problems at home. Many of the students are living in difficult situations and they seem to feel that perhaps their friends can help them. Drugs are a frequent discussion topic at the high school. Aspects considered include dangerous effects, how and where to obtain drugs, how to keep from getting "busted", what responsibilities one has to his friends, and what responsibilities one has to himself. We feel that the students basically

trust us. It is for this reason they come to the groups and feel relatively free to discuss things really important to them.

Individual counseling occurs at both schools. Sometimes students ask to see us, and other times we ask to visit with the students. Much of this counseling deals with attempting to prevent suspensions before they occur and dealing with a student's arrival back at school after a suspension period. Other concerns are difficulties with school, aspirations for jobs or more education after high school, and the ever present topic of troubles or hard times at home. Individual counseling gives us more time to be with a student as an individual - to learn more of his personal concerns and ideas - to help him in any way we can.

Individual counseling can also occur in less-structured ways. We have done some home visiting this year. Students who are expelled for a semester need to know that someone is aware they are gone and concerned about their return. We have tried to aid the school in promoting this attitude of concern. Many times parents are not really aware of their child's situation in school. A person coming out from the school is easier for them than going to the school themselves. However, we also try to get the parents to become involved in the school without feeling awkward.

Too often students who drop out or are considering dropping out feel they have no alternatives except to stay in school or drop out and do nothing. In a home visit situation, alternatives can be proposed and talked over on a student's "home ground". In at least one case of a dropout, this discussion led to the Job Corps rather than the student's staying at home and doing nothing.

Easy talk over a coke downtown or while shopping in the same store can lead to a better understanding between the students and us. Sometimes we have felt this type of encounter has been as valuable as any other we have structured, for each party is relaxed and "human". Somebody who buys the same soap as you do can't be all bad, even if he does work in the school.

NYC Club

An NYC Club was organized this semester as an in-school club at the High School. Junior High students and those temporarily out of school are also included in the club, and meetings are held as far as possible at the best time for all. Officers were elected in the Club, and a sponsor in addition to the NYC staff was chosen from the school faculty. Articles and pictures in the school paper explained the club and some of its proposed activities to the remainder of the school.

A Pre-Valentine dance was held February 12 in the Junction City YMCA. The students were in charge of printing the tickets and organizing the sale of them. They also took charge of the door that night and limited entry to Junior and Senior High students. A live band performed, and the party lasted from 8:00 to 12:00. Various sponsors from the University, Junction City Schools, and the community also participated. The dance was a success; both as a fund raising project and as an organized and enjoyable social function.

The club plans to have speakers and other activities this spring semester. Planning these actions and just keeping the club running seem to be good experiences for these students - few of whom have

belonged to an organization such as this before. They feel more of a sense of belonging and equality in the school now because the club is part of the school and meets in school time just as Kays and Kayettes. Having a comparable organization of their own was very important to the students. Now that they have achieved this, they are struggling with just what the purposes of the club should be. They realize if they are going to have a legitimate club, they must plan what they wish to do.

NYC Goes to College

Two Junction City Senior girls were enrolled in a KSU Home Economics course this semester. They would have been able to achieve both college and high school credit for passing the course. Initial difficulties were encountered in trying to adjust schedules in the high school and the university. These students needed every hour they could have at Junction City and schedules had to consider this factor. The girls chose a course they were interested in, and transportation was arranged to get them to and from KSU twice a week. "Big Sisters" for the girls were chosen by the KSU Director of Special Programs who works with black students and recruitment. The college girls volunteered to help our NYC students learn about college life, classes, and responsibilities.

After several weeks, the girls decided that the KSU course was too much of an added burden to their school schedules. They both had full days and both held part-time jobs. At their request, the "NYC Goes to College" project was terminated.

The girls had been somewhat overwhelmed at their class, even though the teacher concerned made a special effort to make them feel at home. However, they had a chance to see from the inside what college could be like. The atmosphere is different at KSU, and they had a chance to do some exploring of people and places. Thus, perhaps the whole adventure was somewhat worthwhile for them.

A favorable foundation has been laid with the University personnel for continuing an operation of this sort. The Deans of the Colleges were open to the idea of allowing average high school students, as well as the high achieving ones, to attempt college courses for credit. Their cooperation was greatly appreciated and it is very possible they will continue to cooperate with any future NYC activities at KSU. More consideration will be given to this possibility in the last chapter of this report.

Individual Activities

Although extracurricular activities do not usually play as important a part in the school life of potential dropouts as they do for other students, many of our NYC enrollees have participated in various activities. This participation helps to establish ties with the school and other students, and we feel these ties encourage the student to remain in school. Below are the names of students and the activities in which they have participated.

Junior High

Racy Clardy: helped to start and participates in a local jazz band which plays for dances in Junction City.

April Davis: a candidate for president of the student body.

Richard Castillo: Richard reported that he filed a tax return because he earned $1,400.00 on his own last year.

Kenny Ford: played in a local jazz band formed in the school.

James Johnson: played in a local jazz band formed in the school.

High School

Pat Humphreys: president of the NYC Club, an outstanding senior featured in the Blue Jay (school newspaper), played on the girls' football team against the women teachers, sewed a dress chosen by the Home Economics teacher to go on display in the school window.

Charles Johnson: vice-president of the NYC Club, an outstanding senior featured in the Blue Jay, participated in football and track.

Pat Davis: Secretary of the NYC Club, member of Pep Club, chosen as "Wittiest Sophomore" by the Blue Jay, played on the girls' football team against the women teachers.

Melva Aska: Treasurer of the NYC Club, an outstanding senior featured in the Blue Jay, member of Pep Club.

Don Edwards: Chosen as "Wittiest Junior" by the Blue Jay, participated on the basketball and track teams. The basketball team is now in a tournament on the regional level.

Elijah Davis: chosen as "Best Dressed Man" by the Blue Jay, participated on the football, track, and basketball teams. The basketball team is now in a tournament on the regional level.

Brenda Green: Member of Pep Club.

Judy Fields: composed and read "Black Poetry" for a school assembly.

Quintin Hatchett: a member of the band.

Linda Edmonson: composed and read "Black Poetry" for a school assembly.

ANALYSIS OF DATA

by

Barbara J. Chance and Johnnie McCray

Retention Rate

The purpose of this part of our interim report is to show the percent of students originally in the project last summer who enrolled in school in the fall immediately following the summer project and remained in school the first semester, August 28, 1970 to January 20, 1971. Sixty-four (64) of these NYC students entered school at this time.

We do not want to be redundant in this report; however, it is important to remind you that as we make these analyses we are dealing with students who are potential dropouts, based on criteria established at the initiation of the NYC Project.

During the first semester of this school year, eight (8) of the sixty-four students who enrolled at the beginning dropped out of school. The number and reason for each dropout are as follows. School reports show that six dropped out because of personal problems and lack of interest and two went to the Job Corps. The retention rate is, therefore, 87.5%. We hasten to point out that the two students who went to the Job Corps are very likely experiencing some form of schooling and as a result perhaps are not dropouts in the traditional sense. With that in mind, we could justify a retention rate of 91%. This loss of 9 percent is the same as the entire Junction City high school student body for the 1969-70 school year.

Comparative Data on Attendance

A comparison of attendance for the first semesters of the 1969-70 and 1970-71 school years is shown in Table 1. The breakdown in the table shows the average days absent by males and by females in Junior High school and by males and females in Senior High school.

The table indicates that there is a decrease in the average days absent of boys both at the Junior High and Senior High levels when we compare the 1969, first semester, with the first semester of 1970. Average number of absences of Junior High males decreased from 13.8 to 7.5 while the decrease among Senior High males was from 10.5 to 9.8. There is a slight increase in female average days absent for the same semesters mentioned when we observed the data on Junior High females alone. The Senior High females, (like males - Junior High and Senior High) decreased in the comparison. Average number of absenses among Junior High females increased from 9.3 to 12.0 while Senior High females decreased from 13.0 to 11.6. The average number of days absent for all the students in the project decreased from 46.6 in the fall of 1969 to 40.9 in the fall of 1970.

When we evaluate the total comparative attendance, as shown in the table, there is a decrease in the days absent by the students who were in the project. This, we feel confident, is the result of the combined efforts of those who were involved in the project and graduate assistants presently involved in the follow-up phase, doing individual and group counseling with the project students and working as closely as possible with the administration, staff, and community of the Junction City public schools.

Table 1

SCHOOL ATTENDANCE

Average Days Absent

	Fall 1969	Fall 1970
Junior High Male	13.8	7.5
Junior High Female	9.3	12.0
Senior High Male	10.5	9.8
Senior High Female	13.0	11.6
TOTAL	46.6	40.9

Suspension Frequency

The data in Table 2 show the total number of disciplinary cases which resulted in suspension for Junior High males and females during the first semesters of 1969-70 and 1970-71 school years. The same is shown for Senior High students. Among Junior High males, suspensions declined from 9 to 4 while suspensions among Senior High males declined from 33 to 19. As to females, suspensions declined at the Junior High level from 5 to 4 along with a corresponding decrease at the Senior High level from 13 to 7. Total number of suspensions among all students in the project declined from 60 in the fall of 1969 to 34 in the fall of 1970.

A comparison of the findings shown in Table 2 would indicate several areas which need further research and/or study in an effort to solve the problems of suspension.

1. Males received more suspensions than females (at least in the Junction City public schools).
2. Junior High students received fewer suspensions than Senior High students.

Although there is a decline in the number of suspensions of the NYC students after their participation in the summer project, we know that there are still too many of these students being suspended from school. A reduction can be achieved, hopefully, through continued efforts on the part of the present graduate assistants working in the follow-up phase of the project combined with a continued concern for this kind of student by the school staff, administration, and the community.

Table 2

SUSPENSION FREQUENCY

	Number of School Suspensions	
	Fall 1969	Fall 1970
Junior High Male	9	4
Junior High Female	5	4
Senior High Male	33	19
Senior High Female	13	7
TOTAL	60	34

Police Encounters

With the permission of the Juvenile Court Judge and Chief of Police of Junction City, confidential juvenile records were utilized to obtain the following information concerning NYC enrollees and their encounters with the Police. This information will be presented anonymously, in cooperation with the authorities.

It is obvious, judging from the tallies obtained in Table 3, that total police encounters were significantly reduced from the Fall Semester 1969 to the Fall Semester 1970. There were 53 total encounters in 1969, and only 16 total encounters in 1970. This is a reduction of nearly 70%. The most significant reductions were for the males, and the only increase was among Junior High females.

Table 4 compares the incidence of crimes classified as felonies. In 1969 there was only one felony committed: in 1970, three were committed. They entailed two cases of attempted robbery and one case of assault. All felonies were committed by males. This table is the only one registering an increase in total police encounters of any type from 1969 to 1970.

Table 5 shows a drastic reduction in misdemeanors for the males: 19 in 1969 to 0 in 1970 for the Junior High, and 29 in 1969 to 9 in 1970 for the Senior High. Once again an increase is revealed for the Junior High females. Overall, this table indicates a 75% reduction in misdemeanors from 1969 to 1970.

Many misdemeanors end in an exceptional disposition: the offense is not cleared by arrest and no referral is made to juvenile court. More serious offenses and felonies are referred to court, and

Table 3

TOTAL POLICE ENCOUNTERS

Total Encounters

	Fall 1969	Fall 1970
Junior High Male	19	1
Junior High Female	1	2
Senior High Male	30	11
Senior High Female	3	2
TOTAL	53	16

Table 4

INCIDENCE OF FELONIES

	Number of Felonies	
	Fall 1969	Fall 1970
Junior High Male	0	1
Junior High Female	0	0
Senior High Male	1	2
Senior High Female	0	0
TOTAL	1	3

Table 5

INCIDENCE OF MISDEMEANORS

	Number of Misdemeanors	
	Fall 1969	Fall 1970
Junior High Male	19	0
Junior High Female	1	2
Senior High Male	29	9
Senior High Female	3	2
TOTAL	52	13

Table 6 shows how many of the cases ended in court. Of the total 53 cases in 1969, 39 cases ended in court; of the total of 16 cases in 1970, 3 ended in court.

In percentages, 73.5% were court cases in 1969, and only 19.7% were court cases in 1970. There were no females involved in court dispositions in 1970.

When this author first requested information of this sort, Chief Ponton and the Juvenile Officer, Sgt. Don Ealy, both expressed the belief that a great reduction would be found in the amount of crimes committed by the group of students in NYC. They had previously indicated that they agreed we couldn't have picked a "better" group for our project - we had the "nitty gritty rough kids" of Junction City. Our project staff would probably concur in that opinion.

The facts show a great reduction in police encounters from fall of 1969 to fall of 1970. While this positive note cannot be attributed solely to the NYC Pilot Project, it should be recognized that the Project was the only independent variable operating in that time period. In other words, life in Junction City was much the same for the students from year to year, except for the Summer Project and the in-school follow-up phase. The project undoubtedly directly affected many students, discouraged them from crime, and encouraged them to other productive activities. But perhaps one of the biggest accomplishments of the Project was to help increase the awareness of the Police, the schools, and the community to the characteristics and needs of the students in NYC. Much better communication and cooperation between the kids and the Police began this summer and has continued through this year. Many mutual hostilities have been resolved.

Table 6

INCIDENCE OF COURT DISPOSITIONS

	Number of Court Dispositions	
	Fall 1969	Fall 1970
Junior High Male	14	1
Junior High Female	1	0
Senior High Male	24	2
Senior High Female	0	0
TOTAL	39	3

As Chief Ponton says, "You can't help but become involved with these kids. And you care - sometimes in spite of yourself!" Community people, the YMCA, and members of the school have all combined to put forth a greater effort to reach and help these students in whatever ways possible. Perhaps the Pilot Project's real contribution to Junction City has been to act as a facilitator - to help the community get together to take care of its own people who need help and concern - and positive action.

Achievement

Table 7 shows the grade point averages for forty-one (41) students in fall 1969 and fall 1970. There appear to be no meaningful differences, but it is obvious that an overall drop in grade point average occurred.

The greatest decrease occurred among the fourteen (14) senior high females. They dropped from 1.75 in fall 1969 to 1.13 in 1970. The nine (9) junior high girls dropped from 1.49 in 1969 to 1.13 in 1970. In both schools the girls' grades showed more of a decrease than did the boys' grades. Each group of 9 males showed a decrease of .09 from 1969 to 1970; hardly a decrease at all.

It would seem that the program has had no positive impact on achievement as reflected by improvement in grade point averages. There could be several reasons for this. Perhaps the enrollees have experienced a sense of disillusionment with the course offerings in the school as a result of their work experience in the summer. It is possible that viable relationships between coursework and the world of work are not perceived by the enrollees. If this is the case, a rise in grades would be unlikely. In our previous report a plan was

outlined for a combined program of work and school, including both the teachers and the students. Hopefully the implementation of such a program would establish, for the students, a more obvious linkage between school and work. Having a job and earning a salary is very important to these students, and a visible connection between that and the school courses could possibly help to raise grades.

Another factor very important in the lives of these students is their home environment. One could generally classify them as being from disadvantaged and/or deficient environments. Obviously this has had and continues to have a tremendous impact on their performance in school. Unless their environment were enriched, it would be unrealistic to expect any great improvement in grades from one year to the next.

In the final analysis, all that is obvious is that some sort of decrease occurred among the females. The definite factors contributing to the slight change or decrease in grades as yet remain unclear, and more investigation into this aspect of the enrollees' performances is needed. The other data we have analyzed show a significant positive effect occurring between fall of 1969 to fall of 1970. More effort must be directed at recognizing the causal factors involved in grade performance and implementing programs to enable the enrollees to achieve at the highest level possible.

Table 7

AVERAGE GRADE POINT

Average GPA

	Fall 1969	Fall 1970
Junior High Male (9)	1.42	1.33
Junior High Female (9)	1.49	1.13
Senior High Male (9)	1.36	1.27
Senior High Female (14)	1.75	1.13

OPERATIONAL PROBLEMS

by

Joseph A. Sarthory

Certain operational difficulties have arisen during the in-school phase of the project which are perhaps inherent in the design being utilized. These have not reduced the effectiveness of project activities but have made operation and implementation more difficult. Most are a function of communications with perhaps a tinge of role ambiguity complicating the situation.

The exact role to be played by the graduate students involved in the follow-up phase has at times been rather unclear and complicated by the fact that they are neither "fish nor fowl" as far as membership in the school district is concerned. Their role expectations have been rather clear to the project director but have not always been as clear to the staff of the high school and junior high school in which they are functioning. There was an attempt on the part of the principals of both schools to explain their functions to their respective staff but both project employees have indicated that they have felt some misunderstanding or misinformation about their efforts at times. This misunderstanding has occasionally contained an ingredient of "do the university people feel they can do something the public schools are charged with?" The writer wishes to emphasize that there has been little of this but that there was some of this feeling early in the school year which has rapidly diminished with more understanding and cooperative efforts between NYC staff and school staff.

The question of the amount and nature of authority possessed by the NYC staffers has also provided some uncertainty. Work with enrollees often necessitates removing them from other school activities and the NYC staffers have frequently feared that their efforts were often exceeding the authority they possess as guests in the school. The cooperation of school staff has reduced this problem significantly however, although in future arrangements of this type much clearer lines of responsibility and authority need to be drawn. The pilot nature of this project and the fact that many dimensions of the NYC staffers' roles developed over time precluded adequate anticipation of and provision for these considerations to some extent.

The role ambiguity and authority problems noted above suggest that communication has not always been adequate and facilitative. The sheer physical distance between the university and school district has been the prime factor which has at times contributed to misunderstanding and needed activities not being performed by a certain point in time. One aspect of this problem has been within the NYC staff and has had to do with difficulty of finding a time when all are available for extended discussions and clarification. This is certainly at least partially a function of the fact that all NYC staffers have other commitments and are essentially part time in the project. This problem suggests that a full time person to coordinate the efforts of the NYC staff and the school staff and to serve as a communications link might well be feasible in future relationships of this type. As an afterthought, the communications problem has been further complicated by the fact that the NYC staffers

have functioned at times independently and at times in an overlapping manner. One member has conducted groups in the junior high school for instance while the other member has functioned exclusively in the high school. This has sometimes resulted in "one hand not knowing what the other hand is doing", a situation which obviously has not contributed to the most effective allocation of time and resources.

Transportation has been a persistent problem throughout the school year. NYC staff are using their own vehicles and collecting mileage - a practice which, though affording maximum flexibility, is sometimes inadequate to meet project needs. Efforts have been made to involve project enrollees in campus activities for instance, and the personal vehicles of staff members have not been adequate to deal with the large numbers involved. Working out transportation for the "NYC Goes to College" aspect of the project was a real problem which has only recently been resolved. Transportation of enrollees during the school day has been complicated by the fact that the school is ultimately responsible for students from the time they board the bus in the morning until the time they leave it in the afternoon and that maximum safety and accountability must be assured whenever students leave the school grounds for some legitimate purpose. Perhaps in future projects of this kind an 8 or 10 passenger school bus could be contracted for with the school district involved to supplement the use of personal vehicles of project staff members.

Another area of operation which has been of some concern is the difficulty of finding time during the school day to schedule individual and group activities with the enrollees. It will be recalled that the enrollees are "potential dropouts" and as such

do not possess strong academic records. Rather, many have experienced academic failures and must take a maximum number of courses during the school day if they are to satisfy high school graduation requirements. This reduces the capability of maximum flexibility for project activities during the day - a situation which has been partially solved by conducting project activities immediately after the end of the school day. When this is done however, students miss their scheduled school busses and are assured of a rather lengthy walk home. Scheduling the "NYC Goes to College" component was especially difficult since high school and university schedules had to be coordinated so that enrollees could take college work and at the same time not miss any of their required high school work. This latter problem could be worked out through much earlier establishment of students' schedules in light of the university schedule for the semester in which students will be enrolled or by the establishment of special classes for "NYC Goes to College" enrollees. This is perhaps not feasible unless rather large numbers are taking the same course or two (not a totally desirable alternative since it reduces student choice as to what he might wish to take in college).

A shift in emphasis early in the school year from the original dimensions of the follow-up phase to a search for jobs for enrollees was unproductive from at least two standpoints. As it turned out there were few jobs in the area due to economic recession and employee cutbacks in both the private and public sphere. This resulted in the enrollees' hopes for employment being raised and then disappointed as well as a delay in initiating and implementing the original aspects

of the follow-up phase. Perhaps the unfulfilled work aspirations of the enrollees was the most unfortunate outcome of this diversion. This feeling of disappointment was compounded by the fact that no funds were available for work experience for enrollees during the spring semester when the need for employment and subsequent income is the most pressing need verbalized by project enrollees.

One of the dissatisfactions reported by NYC staffers is the disproportionate amount of time they have spent with "troublemakers" at the expense of enrollees who are not in trouble but who nevertheless need a great deal of support, guidance and friendship from project staff. The enrollee population obviously experiences more disciplinary problems than the student body at large and often a series of crisis situations involving one or a group of enrollees precludes adequately meeting the needs of the larger group. This problem has been negated somewhat by conducting regularly scheduled group sessions in which all enrollees hopefully are involved - even those not experiencing a crisis at any specific point in time. Essentially this is an example of the squeaky wheel getting the grease when the remaining wheels also need grease although not to as great a degree. The formation of the NYC Club in addition to the regularly scheduled group sessions should help deal with this problem.

Finally, a problem which needs to be anticipated in projects of this type is unexpected turnover in school staff - especially among staff who have been very supportive of and worked very closely with NYC staffers and enrollees. In this case I refer

specifically to a counselor in the high school who most closely identified with the project and the enrollees. This person was the primary communications link between the NYC staff and the school staff and the one who provided necessary information, worked out schedules as needed, and was the "contact" in the high school when cooperative effort was needed. His departure will be somewhat of a hindrance although his secretary has been very helpful and the total school staff has been extremely cooperative. Perhaps this suggests that more school staff members need to be involved so that such heavy reliance is not placed on one member within the system. Future projects of this type should take this factor into consideration.

This section of the report perhaps has sounded negative but this was not its intent. Rather it has been an honest attempt to identify some of the problem areas which have been experienced in a somewhat unique relationship between a school district and a university in a pilot program designed to reduce the likelihood of potential dropouts actually leaving school. The writer wishes to emphasize that the cooperation of the school district has been excellent and that the benefits which have accrued to enrollees could not have resulted without its bending over backwards to facilitate the goals of the project. The problems identified herein can perhaps be mitigated in future projects by more adequate planning based on a clearer understanding of the roles of the various project participants; utilization of a full time person to be responsible for administrative details and to facilitate communications among all participants; more adequate transportation

capability; and finally more lead time so as to more adequately facilitate the scheduling of project activities. It is with the sincere hope that the problems identified in this section will not be repeated that this rather self-critical analysis is presented.

PROJECTIONS

by

Barbara J. Chance

There are a number of ideas we would like to implement in this second semester. The whole program is now better organized, and we have a clearer idea of our roles with the students and in the schools.

Group counseling sessions have been very productive of honest communication and exchange of sentiments and ideas. This semester we plan to include more resource people from the University and community. These people will be involved in specific areas of interest to the students such as Vocational Technical schools, specific college subjects, Black History, local employment opportunities, and drug prevention and rehabilitation opportunities. This last topic is particularly vital, for drug use in Junction City appears to be widespread.

Some joint action is planned with the Junction City Police Department. Chief Ponton and his men have been working for some time on a community house for the youth. It is in a neighborhood which is directly accessible to many of the NYC enrollees. We hope to aid the Police Department as sponsors and to encourage students to use this center and take care of it as their own. Many of our students, it is felt by the Chief, can be good influences in keeping the center open and the contents intact.

The students are already projecting their ideas for the summer. Ones who were in the program last summer want another just like it, and many who were not in the program want to be part of it this time.

The lack of funds for jobs this semester was disappointing to the kids. They know there is no assurance of a project this summer, but they keep asking just to make sure.

We have been talking about the possibilities of a different format for the summer. We also realize the chances for a program may be small, but like the students we want to be ready "just in case". As was mentioned above, it would be feasible to expand the "NYC Goes to College" in the summer months. In fact, it would be much easier to organize in the summer. The students are enthusiastic about the two girls getting to take classes, and there would be no trouble in recruiting volunteers. Schedules would be much easier to arrange, and extra tutoring and individual interests could be explored.

Another possibility could be more of a work-study type of situation. All of these students need extra help in school and extra credit. A program which could add a class component, especially with students from last summer, would be very effective if it were organized and explained well.

Perhaps the most important consideration about a summer project is that the students want one. Any doubt of this statement can be quickly dispelled by one short question of any group of them. It is still difficult to measure any changes that may have occurred to the students last summer, but all the various types of information we have point to a favorable change - both in attitude and action. With national conditions as they are, there are many reasons to believe this summer could be another long and "hot" one. Any action

to relieve the possible tensions, as well as helping to provide education and employment, would have to be considered an excellent investment - for the students and for the community.

Finally, as this report was being compiled, two developments occurred which opt for a program this summer. One was a call to the project director by the Director of Civilian Personnel at Fort Riley inquiring as to the likelihood of a summer project and indicating the availability of work sites and the willingness of Fort Riley to participate once again. The other was a discussion between the project director and the principal of the Manhattan Area Vocational Technical School in which it was agreed that an "NYC Goes to AVTS" component would be a logical and feasible aspect of any future NYC project involving the enrollees in this pilot project.

ED 060163

FINAL REPORT

NYC Pilot Project

Kansas State University and Junction City,
Kansas School District

Contract Number S 7 - 0068 - 18

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EDUCATION & WELFARE
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INTRODUCTION

This is the final report of the NYC Pilot Project conducted jointly by the College of Education, Kansas State University and the Junction City, Kansas school district. Two reports have preceeded this one. The initial report described in some detail the summer, 1970 phase of the project. An interim report submitted in March 1971 provided comparative data as to school attendance, suspension frequency, out-of-school contacts with police, and grades of project enrollees in semester I, 1969-70 and in semester I, 1970-71.

This report is structured as follows. The initial section reports the results of an experimental study comparing 48 of the enrollees in the project with a control group composed of 48 students of similar social, economic and cultural backgrounds. These two groups are compared as to grades, suspension frequency, attendance and police encounters in two time periods - the first semester of 1969 which was prior to the initiation of the project and the first semester 1970 which followed the summer phase of the project. The two groups are compared as well as subgroups of junior high school males and females and senior high school males and females. Barbara Chance is the author of this section.

Following the first section is a section reporting comparative data on the same four variables for the fall semester, 1970 and the spring semester, 1971. Thus the reader is afforded a longitudinal view of the enrollees' progress or lack of it throughout the school year following the summer phase of the project. Mr. Johnnie McCray is the primary author of this section.

The report ends with a section including some conclusions and observations put forth by this writer and an appendix containing some recent correspondence concerning the effectiveness of the project by some significant members of the Junction City community.

At this point, I would like to express my sincere thanks to all those who have contributed to any success the project has experienced. The support and encouragement of my colleagues at Kansas State University are appreciated. So is the willingness of the Junction City schools to participate in the project. Special thanks go to Mr. Thomas Kugler, senior high principal and to Mr. David Shandy, junior high principal in Junction City. Accolades go to Miss Barbara Chance and to Mr. Johnnie McCray who worked with the students throughout the year and who are primarily responsible for the project's successes. To Gale Jeansonne, project secretary, my sincere thanks for her patience and consistently high quality of work. Finally, to the kids who have participated and who have become my friends, I express my joy at having come to know them and extend a sincere wish that their lives and the lives of all those involved will be a little bit better as a result of the project.

Joseph A. Sarthory
Project Director
June, 1971

A COMPARATIVE STUDY OF PROJECT PARTICIPANTS AND NON-PARTICIPANTS

by
Barbara J. Chance

In order to assess the relative effects of the NYC Project on the enrollees, a comparative study was done with a similar group of students. Four areas were chosen as indicators of project effectiveness: school grades, days of suspension from school for discipline, days absent from school, and police encounters. The data derived from these four areas are examined in two time periods - first semester 1969 and first semester 1970. The data were incomplete in one respect or another for all but forty-eight (48) Project students; thus our sample number is 48. The distribution is as follows.

Seven (7) junior high females
6 black, 1 white

Ten (10) junior high males
8 black, 1 white, 1 Spanish-American

Eighteen (18) senior high females
13 black, 5 white

Thirteen (13) senior high males
10 black, 2 white, 1 Spanish-American

A precision matched sample of non-participants in the project was chosen from among students in the junior high school and the senior high school. This group is in essence a control group not subjected to the treatment of the project.

The control group was matched to the project experimental group on the following variables: socioeconomic level, race, and grade in school. The Duncan Socioeconomic Index for Occupations was used to classify

occupations of the student's parents and guardians. Names of occupations come from information listed on school information cards by the students. Further verification of occupations was obtained from school counselors and the juvenile officer of the Police Department. Since race is no longer an item on permanent record in schools, information for this part of the matching came from personal knowledge, pictures on file or in the yearbook, and counselors' or secretaries' acquaintances with students. Although there is some variance in grade level, the matched pairs are never more than one year apart.

The design of this study is a four cell one with Time 1 and Time 2 comparisons across all variables for the experimental and the control groups. The students were not randomly selected - the Project students were chosen for the project because they were cited as potential dropouts; those in the control group are from similar backgrounds but whose school and community behavior pattern did not suggest the same dropout potential. Thus no really firm conclusions or generalizations may be drawn without a degree of conditionality included. Grade point averages were computed for all the students on a 4.00 scale (A = 4 points, B = 3 points, C = 2 points, D = 1 point). Days of suspension were found on school records, as were days absent from school. If the total number of days included a half day, the total number was registered as the next whole number. Police encounters, divided into misdemeanors and felonies, were compiled from confidential juvenile files in the Junction City Police Department and Geary County Court files. The Uniform Crime Reporting Handbook from the Federal Bureau of Investigation was utilized to categorize the police encounters.

The success or helpfulness of the project is evident in the fact that at least 48 of the students who were classed as potential drop-outs completed a successful semester in fall of 1970. (more than 48 completed the semester, but only 48 had a "complete" record for the purposes of this study) For the variables involved in this study, success or effectiveness could be defined as:

1. A rise in grade point average from T_1 to T_2
2. A reduction in days suspended from T_1 to T_2
3. A reduction in days absent from T_1 to T_2
4. A reduction in police encounters from T_1 to T_2

Analysis of Data

In order to analyze the data collected on the two groups, a two-tailed T-test for related samples was utilized. The purpose was to determine if there were any significant changes in behavior from Time 1 until Time 2 for either group. Differences between the groups at the two time periods were also registered. The total sample was examined, as well as subcategories established on the basis of grade level (junior high - senior high) and sex (female - male). In all cases a significance level of .10 was required. Other levels will be noted in the text. Success for the project has been defined above. We would hypothesize no change for the control group during the time period.

Findings

Considering the entire group of students used in the sample, signif-cant changes occurred from Time 1 to Time 2. At the .10 level, a T-score

of 1.645 was required to reach significance on Table 1. This score was reached on the following variables: days of suspension, misdemeanors and total police encounters. Thus days of suspension increased in the time period, and misdemeanors and total police encounters (negative scores) decreased.

Tables 2 and 3 indicate that changes for the total group were due to significant changes in the experimental group - the project students. With 94 degrees of freedom a T-score of 1.658 was required for a significance level of .10, and a score of 1.980 was required for a level of .05. The .10 level was reached for grade point average (a negative score) showing a decrease in G.P.A. The .05 level was reached for misdemeanors and total police encounters (also negative scores) illustrating that these variables decreased from Time 1 to Time 2. No significant scores were observed for the control group.

Tables 4 and 5 divide the experimental group by grade level. For Table 4 a T-score of 1.697 was required for significance: no significance was observed. On Table 5, an increase in days absent for senior high students was noted with a T-score significant at the .10 level.

Tables 6 and 7 divide the control group by grade level. A T-score of 1.697 was required in Table 6 for significance at the .10 level. A T-score of 1.671 was required for Table 7. No significant scores were observed.

When the experimental group is divided by sex, the significance levels used are different. The T-scores observed for females on variables of grade point average and days of suspension are significant at the .01 level. G.P.A. decreased significantly for females, and days of suspension increased. For the males, a T-score of 2.021 was required

for significance at the .05 level. Both scores for misdemeanors and felonies (t = -2.15, t = -2.15) were significant, illustrating the decrease in these variables for project males. The last two tables divide the control group by sex. A T-score of 1.684 in Table 10 and 1.684 on Table 11 are required for significance at the .10 level. No significant scores occurred.

As hypothesized, no significant change occurred from Time 1 until Time 2 for the control group. Changes that were statistically significant were registered in the scores of the experimental group. Grade point averages decreased over the time period, especially for the project females. Suspensions increased significantly for this same group. Days absent showed an increase for the Senior High students. Misdemeanors and total police encounters decreased significantly for the project males. This finding is consistent with our other observations concerning juvenile delinquency over the time period in which the project has been operating.

The findings in this comparative study are similar and in agreement with those contained later in this report. The elimination of those youth without complete records for the two time periods had the effect of eliminating the most deviant students of the project group. This fact should be acknowledged by the reader when he considers these results. Various reasons for the increase in days of suspension and days absent may be put forth: increased disillusionment with school and/or teachers, greater interest in activities outside of school, increased family problems requiring presence at home. Perhaps the greatest reason for undesirable behavior and low achievement observed by this author has been the lack of motivation of these students. The lack of part time

jobs for many during the year, and the disappointment over the lack of a continuing summer project have added to the lack of motivation and increasing disillusionment with the "system". Perhaps the project's greatest contribution has been in helping to lower the crime and juvenile delinquency rates in the community. In this area the project has aided in changing the institutions of the community as well as trying to change the youth involved. This action produced the most favorable results for all concerned.

TABLE 1

Time 1 - Time 2 Comparison for Total Sample

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-1.37	190	0.175
Days of Suspension	1.61 *	190	0.109
Days Absent	1.28	190	0.204
Misdemeanors	-2.20 *	190	0.029
Felonies	-1.00	190	0.321
Total Police Encounters	-2.20 *	190	0.030

n = 96
*Significant at .10 level
Critical t = 1.645

TABLE 2

Time 1 - Time 2 Comparison for Experimental Group

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-1.73 *	94	0.088
Days of Suspension	1.37	94	0.176
Days Absent	0.79	94	0.436
Misdemeanors	-2.03 *	94	0.046
Felonies	-1.00	94	0.322
Total Police Encounters	-2.03 *	94	0.046

n = 48
*Significant at .10 level
Critical t = 1.658

TABLE 3

Time 1 - Time 2 Comparison for Control Group

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-0.56	94	0.578
Days of Suspension	0.94	94	0.354
Days Absent	1.17	94	0.249
Misdemeanors	-1.38	94	0.173
Felonies	0.00	94	1.000
Total Police Encounters	-1.38	94	0.173

n = 48
*Significant at .10 level
Critical t = 1.658

TABLE 4

Time 1 - Time 2 Comparison for Experimental Group - Junior High

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-1.09	32	0.288
Days of Suspension	1.13	32	0.268
Days Absent	-0.69	32	0.496
Misdemeanors	-1.62	32	0.116
Felonies	0.00	32	1.000
Total Police Encounters	-1.62	32	0.116

n = 17
*Significant at .10 level
Critical t = 1.697

TABLE 5

Time 1 - Time 2 Comparison for Experimental Group - Senior High

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-1.33	60	0.190
Days of Suspension	1.05	60	0.300
Days Absent	1.93 *	60	0.059
Misdemeanors	-1.27	60	0.212
Felonies	-1.00	60	0.324
Total Police Encounters	-1.24	60	0.222

n = 31
*Significant at .10 level
Critical t = 1.671

TABLE 6

Time 1 - Time 2 Comparison for Control Group - Junior High

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-0.59	32	0.564
Days of Suspension	0.64	32	0.533
Days Absent	1.61	32	0.119
Misdemeanors	-0.59	32	0.563
Felonies	0.00	32	1.000
Total Police Encounters	-0.59	32	0.563

n = 17
*Significant at .10 level
Critical t = 1.697

TABLE 7

Time 1 - Time 2 Comparison for Control Group - Senior High

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-0.26	60	0.798
Days of Suspension	0.70	60	0.492
Days Absent	-0.35	60	0.730
Misdemeanors	-1.44	60	0.157
Felonies	0.00	60	1.000
Total Police Encounters	-1.44	60	0.157

n = 31
*Significant at .10 level
Critical t = 1.671

TABLE 8

Time 1 - Time 2 Comparison for Experimental Group - Females

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-2.72 *	48	0.010
Days of Suspension	3.10 *	48	0.003
Days Absent	1.23	48	0.228
Misdemeanors	0.00	48	1.000
Felonies	0.00	48	1.000
Total Police Encounters	0.00	48	1.000

n = 25
*Significant at .01 level
Critical t = 2.660

TABLE 9

Time 1 - Time 2 Comparison for Experimental Group - Males

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	0.24	44	0.810
Days of Suspension	0.26	44	0.797
Days Absent	-0.02	44	0.984
Misdemeanors	-2.15*	44	0.038
Felonies	-1.00	44	0.325
Total Police Encounters	-2.15*	44	0.038

n = 23
*Significant at .05 level
Critical t = 2.021

TABLE 10

Time 1 - Time 2 Comparison for Control Group - Females

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-0.52	48	0.611
Days of Suspension	0.70	48	0.493
Days Absent	0.90	48	0.376
Misdemeanors	-1.03	48	0.309
Felonies	0.00	48	1.000
Total Police Encounters	-1.03	48	0.309

n = 25
*Significant at .10 level
Critical t = 1.684

TABLE 11

Time 1 - Time 2 Comparison for Control Group - Males

Variables	T Value	Degrees of Freedom	P Value
Grade Point Average	-0.24	44	0.812
Days of Suspension	0.66	44	0.519
Days Absent	0.79	44	0.437
Misdemeanors	-1.00	44	0.325
Felonies	0.00	44	1.000
Total Police Encounters	-1.00	44	0.325

n = 23
*Significant at .10 level
Critical t = 1.684

ANALYSIS OF DATA

by
Johnnie McCray and Barbara J. Chance

An interim report in March 1971 reported enrollees' progress at that time. Included were data as to the retention rate of students in the project, a comparison of the first semesters of 1969-70 and 1970-71 as to attendance, suspension frequency, police encounters, incidence of felonies, incidence of misdemeanors, incidence of court dispositions, and average grade point. This final report covers the 1970-71 school year only. The comparisons in this report will, therefore, be made of the fall semester of this school year 1970 with this spring semester, 1971.

Retention Rate

Fifty-six (56) of the original 64 students who enrolled last fall (1970) began the spring semester (1971) of this school year. At the end of this school year, May 28, 1971, the schools (Junction City Junior and Senior Highs) reported 47 of the NYC students still enrolled. Therefore, during this spring semester we encountered a loss of 9 students. Reasons for the loss or dropouts are: six for personal problems and lack of interest, two were expelled, and one moved, no record or forwarding address available. The retention rate for this semester is 84%, which is a decrease of 3.5% in the retention rate when compared with last semester's rate of 87.5%. The overall retention rate for the project during the 1970-71 school year is 73.4%. Forty-seven (47) of the 64 students

who started school in the fall were still enrolled at the end of this school year.

Comparative Data on Attendance

There is an increase in the average days absent for males and females at both the Junior and Senior High levels during this semester (1971) when compared with last semester (1970). Average days absent this semester are: Junior high males 17.8; females 24.4; Senior high males 14.0; females 13.06. Last semesters averages are 7.5, 12.0, 9.8 and 11.6 respectively. Columnar comparisons for both semesters and totals are shown in Table 12, which follows.

Suspension Frequency

There is a slight decrease in the number of suspensions at both levels and by both sexes with a total of 25 for this semester (1971) compared with a total of 34 last semester (1970). A breakdown of male-female, junior high-senior high suspensions is shown in Table 13.

Average Grade Point

A comparison of GPA's for the fall of 1970 and the spring of 1971 reveals a slight overall (1.21 to 1.31) increase with females' totals at each level higher than males. Junior high females have a grade point average of 1.32 while males at the same level average a 1.20. Senior high females have an average of 1.53 compared with a 1.20 for males at the same level. Table 14 gives a group breakdown and the total for both semesters.

TABLE 12

School Attendance

	Average Days Absent	
	Fall 1970	Spring 1971
Junior High Males	7.5	17.8
Junior High Females	12.0	24.4
Senior High Males	9.8	14.0
Senior High Females	11.6	13.06
TOTAL	40.9	69.26

TABLE 13

Suspension Frequency

	Number of Suspensions	
	Fall 1970	Spring 1971
Junior High Males	4	2
Junior High Female	4	4
Senior High Male	19	9
Senior High Female	7	10
TOTAL	34	25

TABLE 14

Average Grade Point

	Fall 1970	Spring 1971
Junior High Males	1.33	1.20
Junior High Females	1.13	1.32
Senior High Males	1.27	1.20
Senior High Females	1.13	1.53
TOTAL - Average Grade Point	1.21	1.31

Police Encounters

It is evident from the information found in the juvenile records of the Junction City Police Department that encounters with the police decreased in number still further during this spring semester. We reported a 70% decrease from Fall 1969 to Fall 1970. We are happy to report a 30% decrease from the fall semester to the spring semester this year.

There were 16 total police encounters during the fall semester. This number was reduced to 11 total encounters during the spring semester. There were fewer encounters for Junior High females and Senior High males; Junior High males and Senior High females remained the same. It is interesting to note that there were no encounters at all for Junior High females (see Table 15).

Table 16 indicates that there was one less felony committed during this spring semester. The two which were committed were incidences of robbery by two Senior High males, neither of whom were in school at the time. They had both been expelled.

Misdemeanors were also reduced, as shown on Table 17. The greatest reduction was for Senior High males. The only increase was from 0 to 1 for Junior High males.

As was explained in our previous report, only the more serious offenses are referred to court rather than being settled by an exceptional disposition of the Police Department. Table 18 shows that encounters which lead to a court disposition increased by one this spring semester. The two incidences of felonious robbery were among the court dispositions, as was an instance of assault and one of disorderly conduct. One female was involved in a court case, a case of assault.

TABLE 15

Total Police Encounters

	Encounters	
	Fall 1970	Spring 1971
Junior High Males	1	1
Junior High Females	2	0
Senior High Males	11	8
Senior High Females	2	2
TOTAL	16	11

TABLE 16

Incidence of Felonies

	Number of Felonies	
	Fall 1970	Spring 1971
Junior High Males	1	0
Junior High Females	0	0
Senior High Males	2	2
Senior High Females	0	0
TOTAL	3	2

TABLE 17

Incidence of Misdemeanors

	Number of Misdemeanors	
	Fall 1970	Spring 1971
Junior High Males	0	1
Junior High Females	2	0
Senior High Males	9	6
Senior High Females	2	2
TOTAL	13	9

TABLE 18

Incidence of Court Dispositions

	Number of Court Dispositions	
	Fall 1970	Spring 1971
Junior High Males	1	0
Junior High Females	0	0
Senior High Males	2	3
Senior High Females	0	1
TOTAL	3	4

Once again we cannot attribute these favorable results solely to the project. However, we have been a part of the effort to improve the environment of the youth in Junction City, and as a part of this effort we have contributed to the reduction in crime. Throughout the time period of the project there has been a continuous significant reduction in crime for the youth involved. The important fact should be rationale enough for the Department of Labor's continued interest and support of projects of this type. A youth not in jail or in a correctional institution obviously has a better opprotunity to stay in school and to experience success in the larger society.

Discussion

An examination of the data for the school year reflects some paradoxes which are difficult to interpret as to project effectiveness. Concerning retention rate for instance, is a rate of 73.4% acceptable or unacceptable, successful or unsuccessful? Essentially, 26.6% of the enrollees who began school in the fall did not complete the year. At first glance, this appears to be a high dropout rate until one realizes that the dropout rate nationally is over 30% and exceeds 40% in some urban school districts. In light of the fact that all of the project enrollees were selected because they were most likely to drop out, the rate achieved by this project is relatively good. Frankly the project staff is dissatisfied however and hoped to retain a minimum of 85% of the enrollees in school for the year.

Perhaps youth like the enrollees in the project are more sophisticated than those who design and implement programs designed to help them. They know that the types of jobs available to them are limited regardless of their educational level and that the dropout can lay claim to these jobs

before the student who stays in school through graduation. Data from Detroit and other large cities document this phenomenon and suggest that the establishment lies through its teeth to disadvantaged youth when it tells them that more schooling leads to better job opportunities. Perhaps government manpower programs need to deal with prejudicial practices in the employment structure rather than attempting to prepare disadvantaged youth to enter that structure when in fact their opportunities are severely limited.

As is commonly reported in longtitudinal studies of similar programs, performance on most of the criterion variables worsened as the project progressed. Whereas the total average number of days absent was 40.9 for the fall semester, this figure increased to 68.5 in the spring semester. Thus a smaller number of enrollees was absent almost an average of 30 days more in the second semester than was the case in the fall semester.

Perhaps many factors contributed to this rather poor record. No doubt the euphoria of the summer phase carried over to the fall and contributed to a rather decent attendance picture for that semester. This euphoria began to wear thin in the spring however as the enrollees perceived few desirable changes in their life space and as the warn weather beckoned. Additionally, when it became clear that there was no prospect for another summer program similar to the one the kids had enjoyed the previous summer, many of them likely threw in the towel and reverted to what for them is perceived as functionally adaptive behavior in a rather unchanged and negatively perceived life space.

It is interesting that there was a decrease in the number of suspensions in the spring as opposed to the fall semester. It must be

remembered however that perhaps the most "suspension prone" students dropped out in the spring semester and perhaps the higher absentee rate was a better mode of adaptation for the remaining enrollees than was the suspension route. Thus not a great deal of pride can be taken in this statistic.

Grade point average also increased in the spring semester - especially among the girls in the project. This result is encouraging in that less progress was being made with females than with the males in the project. It is doubly encouraging since the majority of the enrollees who dropped out in the spring semester were boys and thus this statistic does not reflect a "weeding out" of the low achieving girls. It must be remembered however that there exist more opportunities for the disadvantaged girl than for the disadvantaged boy and that such girls perhaps perceive a more clear and real relationship between school performance and occupational success.

Finally, it is evident that the project has been most successful in reducing the crime rate and the number of police encounters among the participants. Although not directly related to school, this statistic has important community connotations which may be more important in the long run. The establishment of new types of relationships between law enforcement personnel and project participants is perhaps the primary factor contributing to this success. The need for institutional change in all institutions comprising the life space of minority group youth is discussed later in this report.

CONCLUSIONS AND OBSERVATIONS

by
Joseph A. Sarthory

It is difficult to pull together in a few words the impressions, benefits, implications, etc. of such a complex undertaking as the NYC Pilot Project described herein as well as in two previous reports. Both hard and soft data have been collected and analyzed and perhaps the ultimate interpretation is yet to come and must be in terms of the enrollees' contributions to society. Certain understandings have crystallized during the course of the project however and I feel the need to share these with the reader in what is hopefully a meaningful way.

Too frequently programs which are designed to help the disadvantaged or deprived proceed from an incorrect set of assumptions. The adjectives disadvantaged and deprived connote some deficiency in the client system which must be alleviated or removed so that the client can function effectively in the larger society. Thus the client is "ill" in some way and programs are designed to "cure" him. This operating assumption persists in spite of the fact that it violates the idea of cultural pluralism which is so prevalent in the nation's mythology and despite the failure of hundreds of programs and billions of dollars to assimilate blacks, chicanos, Indians, Puerto Ricans and other "disadvantaged" groups into the mainstream of the dominant culture. Perhaps such a thrust continues because it serves as a salve to the collective conscience of the silent majority and negates the

need to cope with institutional causes of the "social problems" programs such as this one are designed to alleviate.

My experiences in this program have confirmed a long standing suspicion: it is the institutions of this country which give rise to continual social pathologies and not the social groups who are served poorly by society's institutions. It is institutions which must change so that they can effectively serve those who are "different" rather than attempting to shape those who are different so that they conform to the mold of the larger society. Minority groups must be able to retain whatever they desire of their culture and yet assume enough of the values, attitudes and skills of the larger culture to function in it effectively.

To do this, institutions must reach out to minority groups on their terms and not with the motivation of requiring minorities to conform to institutional expectations or experience failure. In the educational institution, this implies not emphasizing the perceived deficiencies of those who are different and attempting to ameliorate them but rather identifying the strengths of minority group members and building on these in curriculum and instructional methodology. What is needed is a totally new perception of the minority group student so that he is no longer viewed as inferior and deficient but rather as different in ways that are functional and beneficial in his cultural life space. Furthermore these differences must be accepted by school role incumbents and serve as the basis of relevant programs and curricula. This suggests culturally oriented rather than culturally neutral materials; organization and instructional methodologies which incorporate and build upon minority

group values rather than quash them; programs geared to the aspirations of minority group students rather than to aspirations imposed on them by the dominant culture; the involvement of minority community members in the control and operation of schools serving their offspring; and finally the screening out of school operatives who are racist and narrowly ethnocentric, both consciously and unconsciously.

The model developed in this project incorporates some of the components noted above although in modest proportion. The team approach represents an attempt to put minority group youth and teachers in interaction situations where the prevailing definitions accruing to "student" and "teacher" are no longer functional. Hopefully this can lead to relationships which are more authentic, personal, and not based on traditional stereotypes of role and cultural background. The type of job-related remedial education carried on in the project hopefully pointed out to students the relationship between the worlds of school and work and suggested to teachers more meaningful and relevant curricular and instructional content and methodologies for minority group students. Group sessions were designed to break down barriers between all parties involved; to acquire more insights into self and others so as to promote more authentic relationships, empathy, and acceptance of others who are perceived as significantly different. Community elements from other institutional settings (political, law enforcement, recreational) were involved in the belief that they have contributions to make to the conduct of education and that they too must change their institutional orientations toward clients who are "different".

In sum, this project has began the process of institutional change necessary to meet the needs of an identifiable group of minority students.

Attitudes have shifted on the part of some school operatives and also on the part of some of the youth toward the educational institution. Perhaps more significantly, linkages have been established between law enforcement agencies and youth which suggest more positive perceptions of each other by both parties. The changed conception of law enforcement of the community police department in question perhaps explains as much as anything the significant decrease in police encounters among project youth and illustrates the ripple effect of institutional change which hopefully will expand. These institutional changes - reflected in this project in education and law enforcement - must occur in the political, economic, and social spheres of society if accord is to be reached between minorities and institutions and meaningful social progress is to be recorded in the remaining portion of this century. In this context, perhaps the NCY project has contributed in some small way to a different model and set of assumptions by which to meet the needs of those who are "different".

APPENDIX

SENIOR HIGH SCHOOL

Junction City, Kansas 66441

June 10, 1971

Dr. Joe Sarthory
College of Education
Kansas State University
Manhattan, Kansas 66502

Dear Dr. Sarthory,

I would like to take this means to express to you and your cohorts, John McCray and Barbara Chance, my thanks for working with our students through the NYC Pilot project.

I have seen an earnest effort made by Barb and John to help our students in pursuing an education that would be long lasting. I have talked with both, and can personally testify to the sincerity and dedication to the tasks they worked with.

I feel the most important part of this letter should be that I definately saw a change of attitudes and goals by many of our Senior High NYC students. I enjoyed being with these students and I am proud to have been associated with both the NYC students and their counselors.

Sincerely,

J. C. Fowler
Assistant Principal

vh

NORTH CENTRAL ASSOCIATION SINCE 1917

SENIOR HIGH SCHOOL
Junction City, Kansas 66441

June 10, 1971

Dr. Joe Sarthory
College of Education
Kansas State University
Manhattan, Kansas 66502

Dear Joe:

I would like to tell you how much the summer Pilot project has helped certain of our students to develop a cooperative attitude with staff and administrators this year. You and Johnnie McCray, Barbara Chance, and all the Junction City High School staff members who worked with the students, are to be congratulated.

I don't care to dwell on what the school year might have been like had we not had all of you fine people working with our students building attitudes of cooperativeness toward the high school.

I particularly would like you to express my thanks to Johnnie and Barbara for leading their students in developing a personal feeling of responsibility toward the school and the community. I definitely feel the Pilot project was a prime factor in the development of a student body willing to cooperate with the staff and administration this year.

Again, thanks to all of you and if there is anything I can do to assist you, Johnnie, or Barbara, in any way, please let me know.

Sincerely,

Thomas G. Kugler
Principal

co

GERALD E. PONTON
CHIEF OF POLICE

MUNICIPAL BUILDING
PHONE 913-238-4111 35
JUNCTION CITY, KANSAS 66441

POLICE DEPARTMENT

June 7, 1971

Barbara J. Chance
NYC Project
Holton Hall
Kansas State University
Manhattan, Ks. 66502

Dear Barbara:

In reply to your letter reference the Youth Project, that the college supervised last summer I will express my feelings reference this project.

I feel it was a very worthwhile project in that it furnished employment for a large number of young people.

The group of young people involved in the project is the Hard-core group of teen-agers in our community.

It was noted that due to this group working last snuumer our juvenile crime rate among this group was down.

Due to the formation of the pilot project we were able to work closely with some of this group and now have established a close relationship with this group.

I have been working with this group for almost a year, and on the lst of June opened a Community Center for this group that was involved in this project.

I have learned of the problems in their homes, that has been a major factor in the child's behavior and hope to furnish them with some affection and understanding; that may change their ideas about the world they live in.

In an effort to furnish some means of recreation for the underpriviledged we now have the center with the following activities for them to take part in: Pool, basketball, Volley-ball, ping pong, Badminton, Television, music and dancing.

In conclusion the groups has proven that they can change and behave themselves, but it does take someone to care for them and to show them that someone does care about their problems.

I feel that the project was a great success, and that everyone who helped in the project is deserving of a vote of thanks.

Sincerely,
Gerald Ponton
Gerald Ponton,
Chief of Police.

G.P./n.k.